



The CATHOLIC SCHOOL JOURNAL

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AT YOUR SERVICE

School is out at three or four o'clock — for the pupils; but teacher has homework — reading children's papers, planning for tomorrow, giving extra help to some pupils, reading professional literature, etc., in addition to spiritual exercises and perhaps some time for recreation. The children have had vacation for two or three months — but teachers in general, and religious teachers in particular, have spent much of this free time in increasing their professional efficiency.

Thanks for the Compliment

The editors of your JOURNAL may not be with you actually on the daily firing line, but we try to be there in spirit to help you plan and execute all those numerous maneuvers. We try to share in your good work of teaching. Some of our readers occasionally tell us that we succeed. Here, for instance, is a statement we would not dare to originate; it came in a letter renewing subscriptions: "One and all of us agree that your publication is the most helpful of the professional papers. We appreciate the efforts that have been made by all the departments staffing it much more than we can say." Like the man who was asked to change a \$20 bill, we reply: "Thanks for the compliment."

Joking aside, we, like your pupils, are thankful that you appreciate our efforts. We are only lay people, but we hazard the opinion that you are not obliged to do penance because some of your pupils and their parents tell you occasionally that you are doing a good job for which they thank you.

Your Journal

THE CATHOLIC SCHOOL JOURNAL is published for you the readers. The editors and publishers are at your service. We thank the writer of the complimentary statement quoted above and the authors of many similar statements. Likewise we thank those who offer constructive criticism.

This is your JOURNAL also in another sense; you the readers are the authors of most of the articles. That is one reason why many readers find the JOURNAL's contents helpful. So many of the articles are based on the experience of your fellow teachers.

We promise to give you the best service we can during the present new school year.

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The CATHOLIC SCHOOL JOURNAL

Vol. 50

SEPTEMBER, 1950

No. 7

Don't Let It Happen This Year

Is the Average Student Neglected?

Sister M. Michael, I.H.M.*

AMONG the many important problems confronting high school administrators is the accreditation of high schools by regional agencies, and the maintenance of this accreditation. The scholastic rating of students is important in determining the status of such accreditation. Principals, therefore, fail in the responsibility which is theirs as a result of the office they have assumed unless they, with their faculties in faculty meetings or through some other medium, make a survey of the study procedures that make possible the scholastic standards which every high school should provide for all students.

How Important Are Techniques?

High school teachers are concerned about all students enrolled, not college preparatory students only. They are convinced that all students, including morons, whom they meet but seldom, could reach greater heights in acquiring knowledge if directed accordingly. Many an average student learns more than a superior student with a so-called high I.Q. because he knows how to study. Teaching students how to study is considered part of the entire teaching-learning process. Teachers need not be concerned with the *techniques* of how to study, such as budgeting one's time, proper ventilation, the maintenance of a quiet atmosphere, the size of the margin on written assignments, or the type of notebook. These are only externals. Books are flooding the market explaining such superficial ideas. Techniques have their place, no doubt — but students can follow all these suggestions and still not acquire *one study habit* that will develop the intellect and move the will to action. Nor need the faculty survey on improving scholastic standards through the improve-

ment of study habits waste time in considering an orientation week, that is, a period to teach students how to study through lectures and laboratory exercises. These are well and good, and have a purpose, but *too often* teaching students how to study in an isolated situation ends when the orientation class ends. Students fail to see the relationship. The development of *study habits*, with an emphasis upon habit formation, must be continuous and an integral part of every phase of school life — not something superimposed, but something a student acquires unconsciously as part of the actual presentation of subject matter.

What About the Average Student?

In teaching, as well as in inculcating proper study attitudes, greater consideration should be given to the students of average ability. They are in the majority and will have the most to offer later in life. Such students are often sacrificed for the supposed benefit of the superior student or the so-called college preparatory student. This average student resents, and rightly so, being neglected, and in consequence fails to accomplish his regular assignments; he takes on a "what's the use?" attitude. The emphasis upon preparing a group of students for college prevents the average student from reaching his or her possibilities. Feelings of inferiority, commonly referred to as the inferiority complex, become unconsciously part of the student and present a most difficult problem. With this attitude, he is most difficult to reach, and our democratic society loses that matured, intellectual citizen, who should be a future leader — a leader who can think as an American, read as an American, and act as an American. These average students represent the majority and are to be found in every walk of life

— in government, in business, in education, in radio, and in the press. Therefore, our curriculum and our teaching must give them greater consideration. Another point to consider in a school setup is that these same average students, who would have the power to influence, are prevented from holding student body offices because they do not possess the grade-point average. Thus, the same small number of superior students *run* the school. The average students, consequently, are not being trained in the techniques of leadership — and educators have the responsibility to train future leaders.

How Well Prepared Are College Freshmen?

Two surveys have been made within the past two decades by the University of California, the accreditation agency for California high schools. One was by means of questionnaire; the other through personal interview with the principal of the high school after students had been in college one semester. Though students' complaints must be discounted when interpreted, the weaknesses listed by them include tangible and objective evidence. From what is summarized in the following list, one will note that habits of study were not formed sufficiently to enable students to experience success in college, which accounts for the large "mortality."

High school teaching is too superficial; too socialized. Should be more thorough; we should be taught how to study.

Raise high school standards; they are too easy.

Need more homework; more English compositions; more problems in chemistry.

Teach us how to think more accurately.

Give us examinations that really require students to know.

Require students to arrive at specific

* Immaculate Heart College, Los Angeles 27, Calif.

conclusions in written homework, and in oral homework.

Students in high school should be taught to be independent.

High school students should have more writing—instructions in how to take notes from lectures, how to use the library.

Need more thorough teaching of foreign languages. Unable to compete with the demands made in college.

Should be trained in selecting essentials; in making extended reports; in how to write term papers.

Need to know how to write more specific, exact, clear, concise, definite statements on all subjects.

Student programs should be more progressively difficult through the tenth, eleventh, and twelfth grades. No matter what the students want, teachers should demand a high quality of work.¹

Many high-school faculties have given earnest consideration to the complaints just listed. All students are not likely to accuse their teachers of being negligent. Their complaints are: we have too much homework; too many problems; too difficult chemistry assignments; too many compositions, etc. Yet, the findings of this study should be evaluated objectively. And what school could fail to benefit from such surveys? Educators might ask themselves if their school programs consistently aim to develop the intellectual life these students claim they desire.

Do Teachers Contribute to Their Students' Delinquency?

The complaint often made by high school students of "too much homework," or "the homework is just piled on in each class" could be true. Administrators could correct this complaint by having certain days for assigning homework for certain subjects. Yet this administrative policy does not reach the core of the problem. Principal and teachers should be concerned with just what learning *results* from the particular homework which has been assigned. Would more learning take place if less homework were given? is another question to ask. Here are a few of the typical situations that arise because of just assigning homework. Often teachers finish "hearing recitations" when the bell rings for the next period, yet they feel homework must be assigned. So the teacher assigns, using one of the trite expressions, depending upon the subject being taught: "take the next chapter; answer the last five questions at the end of the chapter; make up ten questions on what you have read; outline the next twenty pages; fill in the blanks; translate the next passage; finish reading the story; memorize the next fifty lines, or an entire poem."

Now where is learning going on? Are habits of thinking being developed by,

"next," "read," "outline"? . . . Students, receiving such assignments day after day, fail to develop any study habits. They just develop the habit of "getting by" which unwittingly plays great havoc on their student life. Because of this common weakness, faults enter the life of the student, of which some of the most common are: Students copy algebra and geometry problems so they can say they handed in their homework; they fill in the blanks from other students' workbooks; they copy book reviews and translations, or have to look up every word of the passage. Yes, they do written work, but ever fail to do an oral assignment, and hand in compositions which have been written "on the run."

Do You Prepare Assignments With Your Class?

Teachers will agree that such conditions exist. Yet should they even be tolerated in any classroom? Classroom standards should be such that students must assume the responsibility to learn, and this can be done only if the teacher *prepares the assignment with the class*. Learning is a process; not the giving of the assignment *but the development of the assignment assures learning*. Less hearing of lessons and the development of assignments with students would put an end to copying and the frequent complaint, "we have too much homework to do." Yes, students complain, but they do nothing about their studies, for they know not how or when to take the next step. The preparation of assignments with the class will lead to greater economy in learning and to more lasting learning. Mastery will take place and less time will have to be spent on homework.

Those teachers who prepare class assignments with their students develop qualities of mind and heart which:

Produce independent students.

Prayer of the Teacher

Lord, make them good.
Chalked fingers race, the while it seems
I touch tomorrow's wondrous dreams.

Lord, make them brave.
World discord's voice is threatening,
But we proceed to "draw" and "sing."

Lord, keep them pure.
So fragile seems the coat of mail
We cloak them in, while "foes assail."

Lord, smile on them.
While bombs are made, soon to be
hurled,
Grimed fingers draw a colored world.

Oh Children's Friend,
If they could stay thus close to You,
Their colored world — it could come true!
— Sister Mary Faith, O.S.B.

Develop critical thinkers.

Provide for the problem-solving approach.

Enable students to apply principles learned.

Give students more time for creative, original work.

Assure that intellectual maturity which is necessary.

Develop initiative.

What Do Grades Mean in Motivating Students?

Among the many factors which will assure learning during the preparation of the assignment with the class is the development of a set of standards for students to follow; in other words, an explanation of what is expected in classroom procedure. Students should be made to understand what is expected of them as students. Such is their vocation for here and now; such is their responsibility, for student life is their way of life, their particular vocation. This makes concrete the democratic philosophy of education which should be the basis for all classroom evaluation not in abstract terms but in down-to-earth everyday living. The following suggestions may be helpful in developing that degree of scholarship which every school administrator desires for all his or her pupils, and not for the chosen few who may go on to college.

A clear explanation of what constitutes an A, a B, or a C motivates study. Such should not require more work, but should require a higher type of work. Consistent demands for a superior type of work develops study habits; for example, not extra book reports, but critical book reports should be expected; not more compositions, but short, well written compositions showing creative and mature style should entitle a student to an A. Teachers should not take the attitude, or even say, "I will not give an A," but should constantly illustrate what is expected as A work, and should urge students to reach the quality desired. Too many students think copying long reports of twenty pages entitles them to an A; whereas two pages of critical evaluation is really A work. Originality and initiative should be encouraged *consistently*, not just before report cards, in order to raise the grade that has been lowered for wasting time and failing to satisfy requirements.

Another motivating device is the requiring of a certain number of problems in algebra or geometry for a C grade, with a few more difficult ones added for a B or an A grade. Thus, average students will not be overburdened and the better students will be challenged.

There is no better method to keep students from slipping into poor work than the plan of sending out warning notices at the end of each five weeks — that is, before the ten-week grade. These notices

¹ Views on Freshmen Orientation to College, published by the Office of Relations with Schools, University of California.

sent home to parents for their signatures require only a check by the teacher as to why a student is failing or doing below average work. Any high school that follows this plan already assures its own scholastic standing and will need fewer parent-teacher interviews at report card time.

Do You Evaluate?

Another process in the learning program, and one that assures mastery, is the evaluation procedure which is commonly called testing. The test-teach-test policy provides a challenge to students in enabling them to diagnose weaknesses, attack them, and thus work toward the standard norms. The *Co-operative Tests*, which are difficult, and may be secured for every subject, are an excellent basis for evaluating. Once they become a part of the total school program, superior results are assured; students will consistently rank high on scholarship contests. Unless tests are used for the evaluation of teaching rather than the testing of students, time and money are completely wasted. A planned teaching program must follow, based upon the results of the tests. This can be accomplished with faculty committees trained in curriculum evaluation and follow-up instruction techniques.

Are Themes Just Assigned?

Teaching students how to write in the classroom, rather than assigning compositions of 500 words on any subject of their choice will develop writing ability. Writing necessitates step by step development; oral discussion, training in variety of expression and in logical procedure, is part of the learning process. There is no royal road to writing, as there is no royal road to reading; such comes from the building day by day of those study habits which enable one to write. A four-year plan requiring ten to twenty themes a year promises future writers. Here, as in every phase of learning, students need direction. An excellent procedure is the use of models for imitation, thus assuring content and form in the book reports, editorials, or summaries which should be part of the high school student's training. Any of the very excellent periodicals, such as *Harper's*, *The Atlantic Monthly*, *Saturday Review of Literature*, or the *New York Times* may be well used for illustration.

Strict grading in regard to fragmentary sentences, grammatical errors, and incorrect spelling prevents these unnecessary faults from becoming habitual. Habits are formed through repetition; if then, these errors are checked immediately by punishment through severe grading, they will not be found so frequently.

Do You Provide Repetition With a Purpose?

Mastery of subject matter comes only with review and drill at stated intervals. No learning takes place unless there is



overlearning. The teacher may digress while covering a unit, entertain, enliven, but he must be sure to provide a period for review and drill so that the students will *remember*, or the entire time will have been wasted. Review periods should be a *school* policy with days for review set by the administrators, or at least such days must be definite in this matter, allowing one day a week, one week a quarter, or two weeks a semester for the necessary review. It is important that students be aware of this review policy.

Too, it is wise to vary the procedures for review by using both group rote work and individual assignments, or dividing students into committees responsible for certain sections of the work. In this latter case, the general discussion helps the below-average student to acquire knowledge. It is the memory which makes possible the acquisition of facts. Facts give students substance upon which to think, to reason, to make judgments. Reflective thinking follows and inferences are formed from the material covered. Learning exercises train the memory to recall and to recognize relationships. Such are powerful tools for further learning.

Practice periods or drill periods should be short but frequent, for the attention span varies for different pupils and at different levels, and when maturation sets in, learning ceases. Effective review takes place when the teacher with her pupils summarize together the day's work, the work of a week, and the work of a larger division by making a rapid survey of important points, noting relationships which might be overlooked, and by using illustrative material such as charts, maps, slides, specimens, records, films, and by using the blackboard. In this respect, the blackboard should not be neglected. It is in the classroom for use, not for looks, and is one of the greatest visual aids to

teaching. Assignments should be written out on the blackboard to clarify them in the minds of the students; words should be spelled out, outlines made, facts summarized in logical order, books or articles cited, lists of terms related to a subject being developed should be presented, directions given to make a point clearer. The writing on the blackboard gives the students time to reflect and clarify their thinking.

How Good Are Your Questions?

Perhaps no other medium develops the power of critical thinking, which is the sign of a real student, more than the questioning technique which requires reasoning to arrive at the answer. Questions requiring an answer of more than "yes" or "no" keep the mind alert and develop the ability to form judgments. Some of the types of questions used as teaching procedures and demanding critical evaluation are, for example, "What do you consider more important and why?"; those necessitating comparison, as "Compare Hemingway and Dos Passos in regard to style, characterization, and plot structure"; decision as "Whom do you admire more and why?"; or cause or effect, complete with reasons for the choice. Other challenging questions are those requiring analysis, or examination of a series of specific cases; illustrations by examples; classification by type, etc.; judgment or criticism of the adequacy, correctness of conditions, factor statements, or probability of a thing; selection of essential facts on a given basis. Those questions involving organization of important relationships, statement, and proof of a thesis, observation of conditions and results, verification of conclusions, and selective summaries are further aids in the teacher's task of developing the powers of critical thinking in the student. Questions, to be effective, must provoke thought, they must be directed to the entire class,

not to individual students only. The student's realization of what is expected will necessitate his acquiring knowledge. Indefinite guessing, or bluffing answers will thus be minimized.

These suggested techniques of questioning as a means of forming learning habits apply to all subjects, including the social sciences and science. Questioning might be called the "Art of Teaching." Skillful questions aid students to understand the steps in reasoning. Facility comes only with practice and the fruitful application of the method. This development of the powers of critical thinking will, or should to some degree, enable the student to:

Think for himself.	Concentrate.
Plan his thinking.	Generalize.
Apply principles.	Establish associa-
See relationships.	tions.
Attain skill in at-	Become confident in
tacking problems.	his own powers.
Select the significant.	

What Do Your Students Comprehend?

The learning-teaching process also necessitates the intelligent formation of the habit of reading, so that students may read with greater comprehension, speed, and appreciation of the value of reading in the acquisition of knowledge. Since so many are poor students because of their inability to read, it may be necessary to review quickly those procedures which should be a part of every teacher in every class, so she can assure her students that they possess the important tool through which knowledge comes to them — that is, skill in reading.

Students should know, first of all, the purpose for which they are reading. Obviously, reading a chemistry book differs from reading a novel. Ask them, "Why are you reading? For the whole? for details? for information? to illustrate a point? for inference? to make judgments?" In reading a single chapter the student should mentally note the purpose toward which the reading is to be directed, then rapidly survey the entire chapter, noting pictures, footnotes, outlines, graphs, maps, charts, and the main divisions in regard to the nature of the content, the topic treated and the order of treatment, the relative emphasis, headings, and particularly the summaries. In the paragraphs he should pick out the important points, and summarize by re-reading, reciting, and outlining, always striving to see the relationships involved.

In reading critically, students must evaluate carefully both form and substance, either agreeing or disagreeing with the author. The student-critic should be able to discern whether the material is based on mere opinion or prejudice, and should base his final decision on authority. Furthermore, he should be equipped with other

Poems for Teaching and Memorizing

October 2 is the Feast of the Holy Guardian Angels. This poem, which has been popular with children in grades one to six, will develop a practical devotion to the Guardian Angels. It is well suited to choral recitation with action.

GUARDIAN ANGELS

Think of it!
God made an angel just for me!
He's about the nicest friend
Anyone could be.

He's always there beside me
And yet he takes no space.
No matter where I hide me,
He's with me every place.

At night I pull the covers tight;
He never sleeps a wink;
And so I know I'll be all right;
It's wonderful, I think.

He watches when I'm playing;
When I work hard, he's glad;
He helps me when I'm praying
And scolds me when I'm bad.

That's just a part of all the things
That Guardian Angels do;
And here's the best surprise of all,
You have an angel, too!

— Sister Mary Gilbert, S.H.N.*

* 363 Eleventh Ave. W., Eugene, Ore.

points of view in relation to the material he has evaluated.

In all reading the student should try to apply what he reads to life, to areas of subject matter and to previous knowledge, pausing intermittently to visualize scenes, illustrations, examples, application. And since all reading needs much thought, the student should *think* more than he reads, if he wants to learn. These reading habits must be taught; they cannot be taken for granted.

Every student should have a favorite author — learning is accomplished through imitation — and he will never learn to write, to think, or to read until this choice has been made. As he steep himself in such reading, he unconsciously acquires the style, the depth, and the language of his favorite. He is never a real student, he never reaches any degree of intellectual life, until this acquisition is accomplished.

The following suggestions will increase the student's speed in reading:

See pictures of what you read.

Do not move your lips.

Do not pronounce words to yourself.

Increase your vocabulary by learning and using two new words a week.

Use descriptive words with reference to the subject.

Train yourself.

Learn to see more than one word at a time.

Group your words as you read.

Accelerate growth by giving extra time for rapid reading.

Make yourself follow short-time exercises to read rapidly and interpret (largely a matter of self-mastery).

Use simple material to gain speed.

Practice skimming to locate specific information as to topics or problems.

For students to develop the power to analyze what they read, teachers should direct and train them in the following techniques:

Asking key questions

Finding the key sentence of points

Taking notes

Arranging ideas in order

Classifying or grouping ideas

Outlining

Summarizing by visualizing, writing, reciting

Reproducing content of short selections

Re-reading parts of selections (Consider a day wasted in which you have not paused over one thought, meditated upon, applied to life, or memorized it, to enrich life.)

Anticipating meaning from content

Spending more time thinking when studying through reading to become an intelligent reader

Despite the best teaching procedures, students will fail to learn. The cause of this failure is far from simple. Life is too complex to determine the cause, which is often beyond the teacher's control. Consistent following of intelligent participation will limit failures and will prevent to a great extent emotional disturbances, such as insecurity, maladjustments, complexes, phobias, and immaturity.

It must be remembered that the inspiration and enthusiasm of the teacher transcends all techniques. What has been considered here are those procedures which will enable the average student to acquire habits of learning which will be reflected daily in his thinking, in his writing, in his speaking, and in his acting. What has been developed must be developed consistently in the daily routine of the classroom; thus will be produced students who can act on principle and live according to convictions, students with mature judgments who will not be carried away by the bias, prejudice, and opinion which often dominate the uncritical thinking of too many adults.

Although God has delegated to the Church the task of official worship and moral teaching, the family is, nevertheless, the first religious school to which the child belongs. No nation is stronger than its families. — Bishop William T. Mulloy.

Let the Public Know Your School

Sister M. Bernice, F.S.P.A.*

AT A time when unjust discriminatory legislation concerning Catholic education is imminent, it is important that Catholic teachers and parents be not indifferent to *public relations*. It is the responsibility of private schools to provide information so that the general public may not only recognize the contribution made by the private schools, but also may be convinced that the private schools are essential to democracy. This constant vigilance is a tiresome activity, but the easy way out will result in new and heavier penalties on the Catholic school system. Hence it is imperative that Catholic school administrators employ the common devices to foster public appreciation of their work.

People Want to Know

Even a superficial survey of existing conditions would indicate that the public relations of the typical Catholic school are inadequate. Either they are neglected entirely, or they are only partially developed. Fortunately, the past few years have seen some improvement so that today many school authorities are making plans to correct this weakness. It is surely to be desired that the general public know the private school better, so that they may appreciate more the tremendous contribution made by the private school.

Publicity must be extended beyond the mere recording of "what we do." More attention must be given to the underlying principles of "why" than to "what." That the general public is looking for such ideas is becoming more evident daily. This year in Spokane, Wash., the title of the essay for Boys and Girls Week is "The Fourth R in Education."

The contest is restricted to seniors and the prizes are three scholarships in local private colleges. The committee on publicity for this contest is helping to make the public conscious of the need for more religion in education.

At the outset it must be recognized that there is no public relations formula. Each public relations problem, like each human being, is an individual problem of its own. Each problem involves research, analysis, policy, and application. The discussion in this paper will be limited to the phase of public relations concerned with publicity.

Earl Winters¹ in discussing the weakness of Catholics in providing the proper

Editor's Note. Public relations, as Sister Bernice says, are of very great importance to the cause of Catholic education. Sister Bernice discusses one phase of the subject, that of careful planning in advance for supplying the religious and secular press with interesting announcements of coming events. The examples she gives of local accomplishments, some of which resulted in national publicity, prove that real news of our activities is welcome to the public. We expect other writers to tell us more about relations with the press and to discuss many other phases of public relations—relations with parents, with public school personnel, and with other Catholic schools; the work of home and school associations, alumni groups, etc.

type of public relations believes the explanation is to be found in that the typical Catholic is in one of three positions: (1) The first class is conscious of being Catholics. (2) The second class believes that the Church is a divine institution and hence needs no press agent. (3) The third class believes that the secular press is by nature anti-Catholic. All of these neglect the possibilities of a well-planned publicity program.

People Must Co-operate

Hilaire Belloc, speaking of the noisome excesses of advertising remarks that, nevertheless, publicity is a legitimate sort of advertising. The word "publicity" has a poor reputation; "public relations" is more descriptive. In these days civilization depends for its very existence upon the ability of individual men and women to pool their resources, to co-operate, to work together for objectives which benefit society as a whole. Herbert Baus² in his *Public Relations at Work* outlines the need thus: "Today over two billion people inhabit a highly complex world. Distance, rivers, mountains, tradition, language, religion are a few of the many barriers between big groups of people. Some of the same barriers complicate the relationships of smaller groups living in a single community."

"Other intracommunity barriers include competitive economic classifications, rival political organizations, age groups, and other differences which give some persons the motive to unite with others in specific groups. But these same factors cause points of misunderstanding between members of the group and those who do not belong to the group. Because of this misunderstanding, society tends sometimes to operate as a series of sealed cylinders without proper means of understanding between them."

In these days no Catholic school can

¹Baus, Herbert M., *Public Relations at Work* (New York: Harper, 1948).

afford to be a "sealed cylinder." And so, each school should go about setting up its own department of public relations. One person should be appointed public relations manager who will supervise the publicity going out from the school. Public relations is different from other professions in not requiring a specific experience or body of knowledge. The public relations leader profits from every realm of human knowledge and experience, the more the better. The public relations leader is a catalyst who brings men, forces, and knowledges together and develops co-operation. The leader should have certain qualities of judgment, objectivity, and human sympathy. In a word this person must be able to see a thing from another person's viewpoint.

Definite and Timely News

Some consideration must be given to "what to publicize." Too often the news sent to city papers is concerned with trivialities to which no really worth-while paper can afford to give space. Or again, a really first page story goes to an inconspicuous position on the inside page because of lack of facts. The person in this position must have a good sense of news. She must be able to give an adequate, intelligent presentation of news and exclude all meaningless "blah."

If the school has a carefully planned calendar of events it should be possible to give the newspaper the advantage of a well-planned publicity campaign for all major school events. The news must be released before it happens. All too often schools wait until an event is past, and then they are surprised that the newspaper is unwilling to give it space.

A word might be said about planning a publicity series for a dramatic or musical event. Before anything is sent to the newspaper, the public relations representative will map out the stories that are to be written. Care will be used that new details are revealed in each story. The essential Who, What, Where, When, will be repeated in the lead, but a new feature will be developed in each story. Some suggestions for stories for dramatic productions might be: first announcement of the play, tryouts for cast, author of the play, previous performances, scenery and setting, theatrical experiences of the cast, officers and committees. This will include such groups as stage hands, make-up artists, and clean-up committees. Names should be used as frequently as possible, for young people need the feeling of accomplishment which public recognition

*Franciscan Sisters of Perpetual Adoration, Marycliff High School, Spokane, Wash.

²Winters, Earl, "Why Catholic Public Relations," *America*, Feb. 15, 1930.

Brief of our Holy Father Pope Pius XII

proclaiming

ST. JOHN BAPTIST DE LA SALLE

Patron of all teachers and student teachers

Pius XII Pope

For a Perpetual Memorial of the Matter

The saying of St. Bonaventure that "he only is a true educator who can kindle in the heart of his pupil the vision of beauty, illumine it with the light of truth and form it to virtue" is particularly apposite at the present time when the education of the young is not only frequently at variance with the principles of true moral training but is often godless and irreligious, and so harmful in the extreme. For this reason holy Mother Church cherishes with a solicitous affection those whose duty it is to educate children, all the more so as the welfare and increase of the Christian commonwealth depend on them in no small measure. A man of outstanding holiness and remarkable genius, John Baptist de La Salle, once educated the young, and still, through the Society founded by him, continues to do so according to excellent principles and methods. Moreover, to train teachers for their important mission he established colleges which catered especially for village schoolmasters. The origin of training colleges for teachers, now to be found everywhere, must truly be attributed to him. So great, besides, was the esteem of this eminent pioneer in education for the office of teacher that he would not permit the Brothers founded by him to become priests lest they should be turned aside from their principal function, and he was convinced that their vocation could lead them to authentic sanctity. In order, therefore, that teachers and student teachers might have a model whose example and virtues they could imitate, the Institute of the Brothers of the Christian Schools, through their Postulator General, begged us that on the occasion of the fiftieth anniversary of the canonization of St. John Baptist de La Salle by our predecessor of esteemed memory, Leo XIII, this saint should be proclaimed heavenly patron of all teachers of both sexes, clerical or lay, whether actually engaged in teaching or preparing for the profession. We, for our part, convinced that the education of the young is of the first importance, and desirous that those to whom this task is confided or who are preparing for this mission should have a further powerful incentive to fulfill their exalted vocation in accordance with the principles of faith, most willingly accede to their wish. Wherefore, having consulted our Venerable Brother, Clemente, Micara, Cardinal of the holy Roman Church, Bishop of Velletri and Prefect of the Sacred Congregation of Rites, and having attentively considered the matter, with sure knowledge and after mature deliberation, in the fullness of our apostolic authority, by virtue of this brief and for all time, we constitute and proclaim St. John Baptist de La Salle, confessor, principal patron before God of all teachers of youth and accord him all the liturgical honors and privileges going with that title. All things to the contrary notwithstanding. . . .

Given at Rome, from St. Peter's, and sealed with the Fisherman's ring, the 15th day of May, Feast of St. John Baptist de La Salle, in the twelfth year of our pontificate.

gives. Care should be taken, however, that names are not repeated from a previous story.

So often one hears criticism of the local papers as being unwilling to print Catholic news. All too often this criticism is unjustified. If the procedures of those sending in the news were examined, it would be discovered that they are not according to good journalistic practice. No one is interested in old news. No one is interested in repeated news. Perhaps the newspaper has well-established policies regarding certain types of publicity. For example, in Spokane, Wash., where eight high schools and three colleges exist, the newspapers have established a policy of not using

pictures of amateur dramatic productions. Obviously no school is justified in criticizing a newspaper for a policy such as this. In most instances, the reader interest in this type of production will be very low. With these same papers it was found that a carefully planned publicity series of stories on the plays were given space. This is especially true if the play chosen makes a particular contribution. This year, the newspapers were more than willing to give space to the historical background of the Marycliff class play — *The Lute Song*.

Early Planning

When a really important story is coming up, make every effort to give the

news to the newspaper before it happens. In the Eastern Washington Debate League two private schools achieved outstanding success this year. It so happened that the Lions' Club was donating the trophies to be conferred on this occasion. They desired to get publicity on this action. The honors were to be conferred at a dinner in a local hotel at 5:30 p.m. With a little arrangement, it was possible to secure the names of those being honored for the evening *Chronicle* which went on the street at 4 p.m. Because of the tip given the city editor on this story, he was willing to send a photographer on overtime to cover the conferring of the awards. The detail in itself might appear insignificant, but at a time in which it is important to impress the public with the type of training given in private schools, a recognition of this type reached thousands of readers that evening.

With the fight for federal aid that is ahead, a subtle bit of propagandizing can be carried on through the press. The public must be made to realize that the private school is doing a superior piece of work. The publicity just described in the case of the debate league caused more than one who read the story to stop and ponder. Why should the finalists in the A and B groups be two Marycliff High School teams opposed by two teams from Northwest Christian High School? The latter is a private school started this year with fewer than 100 pupils. This was the school's first year in debate, but still the contestants were able to come out ahead of veteran debaters from schools of more than 1000 students. Northwest Christian announced after the first semester the appointment of a public relations manager for the school. For this reason, probably, it has had more inches of material printed in the local papers than any other high school in Spokane. The reason — an alert and efficient public relations manager.

Perhaps it would be helpful to show by practical example how Catholic ideas and ideals can be publicized through the school news released to local papers, secular and religious.

What Does It Mean?

During Advent a story on the Golden Offering sponsored by the Catholic Student Mission Crusade on the third Wednesday of Advent was sent to the *Inland Register*, diocesan newspaper of Spokane. The gifts offered by the students on this occasion were distributed to the needy in the city. The story included the history of the Golden Mass as it was practiced in the early days of the Church. After the paper came out, calls came in asking for more details of the ceremony.

The city newspaper sent a photographer and reporter to cover the story. The students had been urged to wrap the packages with special care, since they were to be given to God's poor and through them

to God Himself. Special mention was made in the city paper of the impressive wrapping and its significance.

A description of the Advent Wreath in each home room was sent to the newspapers. Again during Lent, a description of wooden crosses which had been placed in the classrooms as the most appropriate symbol of Lent was given to the press. The cross was fashioned of a slender branch of a tree, intertwined with ivy. Around the container which held the cross was printed in strong letters, "Behold, now is the acceptable time. Behold, now is the day of salvation." The positive character of Lent was emphasized by this cross which was symbolic of the fructifying tree on which "Life Himself died and by death our life restored."

Another story appearing in the *Inland Catholic*, diocesan paper, gained national recognition. It was concerned with a project undertaken by a group of senior girls in making baptismal garments and candles. After the picture appeared in the local paper a national religious syndicate asked for the use of the picture. It was syndicated to the religious press throughout the nation. Inquiries began coming in from scattered areas of the country. Mimeographed explanations of the use of the garment were prepared for distribution.

The Teen-Age Column

Perhaps it is even more important for schools to give special attention to the stories which appear in the secular paper. Schools in the Spokane area have an unusual opportunity in a teen-age column which appears three times a week in the *Chronicle*. Incidentally the history of this project goes back to a Sodality convention in 1938 when Florence Kyser, a Marycliff student, was stimulated to approach the local newspapers for space for creative writing by teen agers. For the first few years of the project, space was granted in the Sunday section of the *Spokesman-Review*. During the war the newspaper was forced to drop the idea. When it was taken up again space was granted in the evening newspaper on the editorial page three nights a week. A junior press club was organized which included four representatives from each of the eight high schools in the city. The details of the plan are worked out by this group, but each school directs the writing of its own material.

Unusual opportunities are offered to bring Christian principles before the public through this media. For example, when the Doctor Sanders case on mercy killing was being discussed, Patricia Murphy wrote a feature under the title, "God gives life and God takes life away."

One of the features which evoked most comment was an article by Marjorie Mauk on "Maturity." Marjorie was able to get a good background for the feature through reading the January issue of *Integrity*.

Since she was mature herself, she had strong convictions on the topic. According to the editor of the feature in the city newspaper, nothing that had appeared previously on the page had evoked the quality and quantity of fan mail as had this feature. To quote from an article that appeared in the *Chronicle* on the feature:

"Marjorie Mauk, Marycliff high school junior, can well be the envy of many veteran newspaper editorial writers. She gets fan mail, which, as most editorial writers will testify, is an achievement. It all came about when an editorial 'Grow Up?' by Miss Mauk appeared in the *Chronicle's* February 27 'Teen-agers' Talk' column, a twice-a-week feature written by Spokane high school students in the Junior Press Club.

"In the editorial Miss Mauk pointed out that adults 'can't figure out why today's children refuse to grow up.' She also

pointed out that today's teen agers are being 'reared in a society which idolizes youth.'"

The feature concludes with an excerpt from a fan letter: "You say, and say well what I have long wanted someone to write and publish. This piece should be printed on cardboard and distributed to women's groups and to offices and to men's clubs and schools."

If any of the suggestions made in this paper can be carried out in the private schools' public relations departments some little help will be given to supporting the very important thesis that "private schools are essential for democracy." It is something that no serious-minded administrator can afford to ignore. The future of the private school may be made secure through attention to the interpretation of the contribution of the private school to the public. And this will be no slight contribution.

STARTING POINT

Sister M. Vianney, S.S.J.*

PLEASE ignore this article if you are singularly blessed with pupils who come to you each September remembering every fundamental they learned the previous year and ready for the work of the new grade. This is for teachers, who, like myself, apparently have pupils determined to practice the psychological principle, "A thing to be remembered must first be forgotten and then relearned." This implies also, "— and retaught" which is exactly where we ordinary teachers come in.

Where Shall We Begin?

Take, for example, the seventh- and eighth-grade groups which I sometimes encounter. They are supposed to learn compound interest, mensuration, compound-complex sentences, and study the more difficult classics such as "Evangeline," "The Courtship of Miles Standish," and "Snowbound." One finds they don't know the multiplication tables or the parts of speech, they are poor spellers, and they possess a fifth-grade reading vocabulary. Some of the new pupils come from schools with curricula differing from ours; some were promoted with minimum requirements due to absence; in some cases the numbers in the group were too large for necessary attention to slow learners; there may have been disciplinary problems, or the coal strike may have shortened class time. There are any number of circumstances which could have affected the class; they may be the causes of the problem, but not its solution. All of us are concerned with the starting point. For that I say, "Turn back, turn back, O time in thy flight,

*St. Mary Convent, Flint 6, Mich.

and make them fifth grade again, till they are all right."

There's an old-fashioned poem about getting along with people which ends each stanza with the admonition, "Take them as you find them." I change the word "as" and say to myself, "Take them *where* you find them," and thereby find my syllabus mapped out for the next ten months. Our superintendent requires that every September be spent in an intensive review of fundamentals in religion, arithmetic, spelling, social studies, and English, and provides special booklets for this purpose. It is a most practical requirement, but suppose we return to this seventh- and eighth-grade group and see what more is needed.

Remedial Work

First, it is necessary to find all of the pupils' weak spots by means of the reviews and then supplement the reviews with extensive drill work from other sources. Next, I.Q.'s are checked. Our schools administer these in the fourth, seventh, ninth, and twelfth grades. Then I test their reading ability with oral tests not only during literature class but also in other classes, and by administering written surveys in vocabulary and comprehension. I frequently use the surveys prepared by the Catholic University of America which appear in the *Young Catholic Messenger*. It is absolutely necessary to discover those whose reading difficulties are their chief handicap. They need help and need it quickly. To facilitate matters, our reading teachers pass on a list of the reading groups with other records of the pupils.

By the end of the first month, I have

more than a passing acquaintance with the class and am able to classify them tentatively. In this classification reading is more decisive than native ability, as some of the slower children have a better foundation and better study habits than their brighter classmates.

The students are conscious of this division only during reading when each group is taken separately. In the other classes, English, for example, simpler sentences are assigned when those retarded pass to the board so they can feel success. We continue with review work until the majority prove their mastery of fundamentals in examinations. The better students are too frequently neglected and it is necessary to begin advanced work as soon as possible. Progress is more rapid and interesting once the groundwork is laid.

Co-operation

As for those who didn't pass those tests — a baker's dozen or so who are more or

less below grade — some of them will stay that way due to low mentality, and content themselves by achieving simple lessons of which they are capable. The others who are retarded by curable causes are studied. It is good to have several interviews with the parents of these children and see what can be done by way of extra homework, a library reading program encouraged and supervised by interested adult members of the family, and even private tutoring. The result is ordinarily a change for the better in the child's attitude and progress in school.

A case in point is Sandra whom I taught last year. She was a well developed girl of 14, popular and successful in all extra-curricular activities, and so pretty that a remark was once made about her, "Beautiful but dumb." When I first met her and compared her report card with her appearance I was half inclined to agree. Her I.Q. was 90, which showed she was capable of mastering the minimum essentials, yet she

failed in everything she tried to do. It was pathetic that such a sincere, likable child should be so unhappy in school. A conference with her parents revealed that home conditions were conducive to study but that Sandra had always found studies difficult, had become more discouraged each year, and was developing a complex because she lacked confidence in her ability to learn. Tests showed Sandra's reading ability to be 4B and she was given a simple reader to take home each night. There was a noticeable improvement during the second semester which still did not bring Sandra up to grade by June. It was recommended that she attend an eight-week remedial reading clinic at one of the summer schools in the city. Anxious to progress with her class, Sandra enrolled and received individual attention and a good foundation in phonetics. This year, Sandra is a confident, happy freshman with passing grades in all of her subjects because she can actually read her texts.

A Teacher Looks at Television

*Brother Eugene, S.D.B.**

WRITING in the *New York Times*, February 26, 1950, Jack Gould, editor of the radio-television department, discusses a point of particular interest to educators and teachers. "If TV proves an insidious cancer in our cultural body," he asserts, "the fault will lie perhaps more with the educator (than with the parents and broadcasters) who foresaw what might happen, but regarded his job as finished after expressing articulate despair." It is quite obvious that a distinction must be made at once to understand this statement in its proper light. Let's put it this way. There are two angles to the present television problem. One relates to the control that seems to be needed in the studios, the other to the control that may be lacking in the living room. The teacher, as I see it, could hardly be brought to task for failure to bring about proper regulation of televising in the pupils' homes. But certainly he would be subject to severe censure were he to fail to raise his voice in protest against certain objectionable types of TV programs that are, and will no doubt continue to be, channeled into our homes.

However, this much is also true. A teacher occupies an important position in the community. And maybe there is some-

thing he can do about both these angles to our TV problem. Hence, it may prove of some profit to consider how intimately the teacher figures in the television scene today.

Attitudes

First of all, what should be the teacher's attitude toward television? One of unqualified approval? One of open hostility? Or one of deep concern for its growing importance in the educational field?

Television is here to stay. No teacher in his right senses can close his eyes to this fact. Nor can he afford to sit back and let television adjust itself as best it can, without even expressing "articulate despair." Rather, the teacher who is aware of this new responsibility finds he must assume an attitude of concern for the future of TV. Its healthy or unhealthy future depends in a large measure on the principles that are called upon today as guiding norms in helping television achieve its maximum utility.

Unfortunately, open hostility to television has been voiced by some teachers and writers of influence. It seems they consider television as a gadget that will make of us simply a generation of "myopic, speechless, chair-ridden" people. In this respect I read with alarm and confusion a column by Joseph Brieg in the *California Register* (Sunday, May 7, 1950). Mr.

Brieg's writings always have made pleasant reading. But this particular article, under the title "No Television in My Home" struck me as rather shortsighted and inopportune.

Certainly, Mr. Brieg is justified in saying that TV is not without its faults. But why assume a "not for me" attitude when, nilly-willy, TV will enter the vast majority of American homes within the next decade? Why not sound the alarm rather for a vigorous movement to insure us better programs?

Why not stand up and tell the world that TV must measure up to the highest standards if it is to prove an acceptable item in our living rooms? But simply to outlaw TV entirely and regard it as a non-entity is beyond my understanding.

An Unrivaled Tool

An idea of television's gradually widening sphere of influence is gathered from the following observation by Doctor Wilbur Schramm, dean of the division of communications at the University of Illinois: "Television . . . is an unrivaled tool for the extension of teaching and demonstration." Mark the words "unrivaled tool." This is decidedly a point that should alert teachers to the urgent need for action. Any tool is good when properly used. TV will be a tool in the hands of

* Salesian College, Aptos, Calif.

teachers. Who, then, should be the logical promoters of "proper and careful handling" of this unrivaled tool?

A Scene to Remember

I witnessed a scene at a teacher friend's home some time ago, that was really the most natural thing in the world. Junior and Jane were gazing spellbound at the lord of the living room. Across the screen raced cowboys with smoking six-shooters and rifles. There was enough horse-opera suspense to engage the attention of even the most bitter foe of TV. It approached supper time and, without a second thought, my friend turned to the two ecstatic televiewers and said: "Okay, enough for tonight. Supper's ready." It was as simple as all that. Junior gave the dial a slow, studied turn, but without a last enraptured look as a dashing cowpoke rounded out his long ride to town.

After the meal, while Junior and Jane tidied the kitchen, I inquired whether the incident I had witnessed was the routine procedure. I was assured that such was the way that the TV set was regulated in this home. Junior and Jane had to ask permission each time. A word from Mother or Dad would call the session to a close.

P.T.A. Meetings

What more timely topic than that of parental control of television could be discussed at P.T.A. or H.S.A. meetings. Somehow, parents, by exhortation and suggestions, must be brought to realize how heavy a responsibility they have with regard to properly controlled televiewing. The truth must be carried to them emphatically that the living room, more than ever before, has become an extension of

the classroom. What Junior will learn *via* this new medium will depend largely on the sound control of the parents. If parental control is lacking, there is no telling what may happen eventually to our youth, and the forecast of a "myopic, speechless" generation might turn out to be well founded after all.

Program Selection

Not only should parents be encouraged to set due time limits on Junior's TV'ing. Programs must be scrupulously selected. Aren't parents careful to see that bad films, bad books, and bad companions have nothing to do with their offspring? Then why not consider it a duty to know beforehand, if at all possible, just what scenes will take up Junior's time and interest?

Health Angles

Another point that should be underscored and insisted upon at parents' meetings is the matter of health. It doesn't take much medical knowledge to realize the harmful physical effects of too long a session at the TV set. Eyes, bodily posture, general physical well-being of the growing boy all will suffer from protracted and uninterrupted gazing at the living-room screen. Would it be asking Junior too much to step out into the open air and enjoy a good walk around the block? And what about the hours after school that children once dedicated to wholesome recreation? Will parents permit them to be a thing of the past now that TV has come unto its own?

Will Power

Parents might also be reminded of that wonderful item called will power. All of

us need schooling in it. And the boy is no exception. Would it be old fashioned to insist that one's children divide their time intelligently among books, recreation, homework, and televiewing? Unfortunately, many parents might feel that such a procedure would infringe on Junior's character and personality. Modern theories would look askance on this undue "paternal interference."

The Classroom

In the classroom the teacher will have ample opportunity to drive home some points to his pupils. He might approach the problem from various angles. For instance, he might recommend certain programs that he knows are suited to the students' age level. If he knows that most of his pupils have a TV set or can easily enough arrange to sit in with others, why not make a specific program a matter for written reports or for classroom discussion?

Again, the teacher need not fear overemphasis on the need for getting homework done regularly, as he might have done in the pre-TV era. Statistics taken in several cities have shown an alarming decline in the quality and consistency of pupils' scholastic work, wherever it was found that TV was draining many hours of time otherwise given to homework.

Creating Public Opinion

In his position of trust in the normal community, the teacher has it in his power to help form the policies which will guide broadcasters and parents alike. Teachers should take the lead in writing to various broadcasters and expressing their mind on the type of programs being received in their area. Father Sheerin in the March issue of the *Catholic World* observes: "Thoughtful people by writing to TV stations . . . can mold television into a lever capable of raising the level of popular taste."

Via community newspapers teachers can also help create a solid front against objectionable programs. The masses always depend on the leadership of qualified civil servants. Here is a golden opportunity for teachers to justify that attitude.

By way of conclusion it may be well to repeat again Mr. Gould's remark: "If TV proves an insidious cancer in our cultural body, the fault will lie perhaps more with the educator (than with the parents and broadcasters) who foresaw what might happen but regarded his job as finished after expressing articulate despair."

In his recent magnificent encyclical on the Holy Year the Supreme Pontiff begs us to join in prayer, imploring Divine mercy that a new order, based on truth, justice, and charity may arise from the longed-for restoration of morals. — Archbishop John T. McNicholas, O.P.

CLASSROOM HUMOR

In Arithmetic Class

SISTER: How many cookies will you get if you buy one half dozen?
DONNA: I don't know, Sister. We never buy cookies.

SISTER: How many eggs would you get in one half dozen?
DONNA: I don't know, Sister. My mother tends to all the business.

In Religion Class

The priest had finished instructing the little ones for their first confession. After the children had received this sacrament, Father again spoke to them concerning their second confession.

FATHER: Now, how far back must you go to examine your conscience?

RITA: Oh, about five or six pews.

Two groups were vying with each other in getting money for the missions. When discussing the names they should have, one group was called "The Benedictines." A very zealous girl of the other group went to the board and named her side "Joseph Fights." It took much explaining before she realized her mistake in spelling.

SISTER: Name all the sacraments.

JUNIOR: Baptism, confirmation, Holy Eucharist, extreme unction, penance, matrimony.

SISTER: You omitted one. There is only one person here in town who has received that sacrament (meaning the pastor).

JUNIOR: Then it must be my grandmother, because she'd get everything she could from Church.

One morning after the children had been instructed as to how the parts of the Mass followed, Gladys, a bright youngster, came complaining,

"Sister, everybody forgot the 'Secret.' We did and Father forgot it too."

At Profession

After the Sisters pronounced their final vows, all thirty-six of them prostrated on the sanctuary floor. After witnessing this, the little boy met a priest to whom he had this to say:

"Wasn't it nice, Father, all the Sisters fainted at the same time."

The First Day of School

SISTER: Mary, whom did you bring along to school?

MARY: My little sister.

SISTER: Rose, whom did you bring to school?

ROSE: Myself.

NOTE: These incidents were supplied by the Sisters of St. Benedict at Sacred Heart School, New Munich, Minn.

The CATHOLIC SCHOOL JOURNAL

Editor

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 REV. AUSTIN G. SCHMIDT, S.J., Ph.D., Professor of Education, Loyola University, Chicago, Ill.
 RT. REV. MSGR. J. M. WOLFE, S.T.D., Ph.D., Former Superintendent of Diocesan Schools, Dubuque, Iowa

The Real Spirit of Catholic Education

The College of St. Thomas which has developed greatly in recent years made an appeal for funds to its alumni dated last April 20. It reveals a fine attitude of the administration and the spirit which should, but does not always inspire Catholic institutions. The need is significant in view of the extraordinary generous contribution by the archdiocese to the institution by Archbishop Murray and by the frank attitude the archdiocesan leaders have taken against federal aid.

Two paragraphs from this letter of Father Vincent J. Flynn, the president, are especially significant. They are:

"Partly because this dip in enrollment (200 students in college and academy) is relatively small, and partly because the census takers and others assure us that it is only temporary, and that we shall soon be called upon to provide education for even greater numbers of students, we have not thought it wise to reduce our faculty (it is not possible to build a good faculty overnight). We have not raised tuition this year, nor shall we do so, because many of our finest students are finding it increasingly difficult to pay their way.

"In my operation of St. Thomas, I have always proceeded on the assumption that it is our job here to provide the best possible education for our young men; it is, I believe, the justification of the private school or the small college that quality of

instruction come first and that costs be counted second. I have followed this course with the conviction that, with the help of God, the means would always be forthcoming. And I think that those of you alumni who have rejoiced at the phenomenal growth of your alma mater in the past five years will agree that this belief has been supported by events."

May this spirit extend to all the Catholic colleges and academies of the country, and may the alumni of St. Thomas and others respond to this worthy appeal. — E. A. F.

The President General of the NCEA

The death of Archbishop McNicholas left a vacancy in the President-General's office of the National Catholic Educational Association. The selection of a successor means much to Catholic education in the United States. The Secretariat is in good hands and competently organized, but the official leadership must come from the President-General.

The constitution of the Association defines the duties of the President-General as it does the other offices in a formal way. He shall preside at all meetings of the Association and of the Executive Board, and shall call meetings of the Executive Board with the consent of three members or when a majority of the Board decides. The actual control of the Association is, by the constitution, vested in the Executive Board who "shall have the management of the affairs of the Association." It arranges for the annual meeting and has power "to make regulations concerning the writing, reading, and publishing the papers of the Association meetings."

The dominating position of the President-General in the Executive Board whatever the legal form is the actual fact. The present situation might call for a thorough examination of the membership of the Board and the history of its membership. In any case there is an extraordinary opportunity for the President-General to exercise a powerful leadership within Catholic education in the United States. The character of this leadership is indicated by the purposes of the Association:

1. To keep in the minds of the people the necessity of religious instruction and training as a basis of morality and sound education.
2. To promote and safeguard the interests of Catholic education in all its departments.
3. To advance the general interest of Catholic education.
4. To encourage the spirit of co-operation and mutual helpfulness among Catholic educators.
5. To promote by study, conference, and discussion the thoroughness of Catholic educational work in the United States.
6. To help the cause of Catholic educa-

tion by the publication of such matter as shall further these ends.

Such an appointment or election should not be a compliment to a person but an opportunity because of knowledge, experience, and personal leadership to serve the more than 2,000,000 Catholic children and youth in Catholic schools better than any other eligible person could do it. — E. A. F.

Public Relations

In institutional public relations, private schools can learn much from well-organized business concerns. This is particularly true where these educational institutions have a particular clientele. The Monroe Calculating Machine Company has published a well-organized, well-printed, and well-illustrated annual report which is an account of its stewardship.

What interests us especially is the "Memo from the Chairman of the Board" on the back cover in his own handwriting. It reads:

"One thing we particularly like about this report is that we don't *have* to make it! Unlike most companies which publish, we aren't required to do so.

"We report to shareholders in the deep conviction that with full information about their company comes understanding and that with understanding comes achievement.

"By 'shareholders,' of course, we mean not only stockholders of record but our fellow workers and the people who *really* employ all of us — our customers."

Such a policy by Catholic educational institutions, high school, collegiate, and university ultimately would prove extremely profitable. — E. A. F.

Need for Evaluation of Educational Problems

One of the most surprising things in Catholic education is a lack of critical evaluation of books, articles, and educational proposals. A person who has been teaching some time is finally convinced that his method is a solution of all problems. The intellectual child is given a name and the advertising technique comes into play. By sheer repetition the knowledge is spread. A few appearances at educational meetings and at the modern miracle worker in education, *the workshop*, suffice to make a new idea popular. This is also a technique of colleges or universities to secure by publicity their place in the educational sun.

Let us not be so gullible. Let us examine carefully all educational proposals. Let us be especially critical of so-called evaluations. It is a good thing for teachers to have faith in their proposals. Let us help them, but let us by all means stimulate them to be self-critical. It is natural to think that what we do is good, but we must always be on our guard. If we really

want criticism and ask for it, let us not "fly into tantrums" or otherwise respond emotionally to such criticism.

In this connection we often receive articles that are merely strings of quotations loosely put together. We are glad to have firsthand reports of experience, and we are glad to have discussions of experiments.

We must remember in all these things that our proposals, our experiments, and discussions must be motivated by one thing: the welfare of the children in our schools. — E. A. F.

Colleges and National Defense

Just before the beginning of World War II, a large number of representatives of institutions of higher learning met in Baltimore. Unaware of the problems before them, the delegates pledged their resources in support of the government, and asked for a definite policy by government. They wanted certainty instead of uncertainty and confusion.

It so happened that it was my duty to announce to a meeting of the colleges and universities at American University in Washington, D. C., what the government policy was. This policy was formulated by representatives of the War Department, Navy Department, Selective Service, the Labor Division of WPB, and others, under the chairmanship of President Emeritus Edward C. Elliott of Purdue University and of the War Manpower Commission. The reaction to the announcement was not pleasant. The institutions did not want, as such, a governmental policy: they wanted a governmental policy to protect the institutions as such.

The institutions again are organizing to make their facilities available to the government. Perhaps just a few words of advice may be helpful. We ought to have a realistic attitude toward those who are scientists, taking into account the fact that, should the "real thing" come, it will be an atomic war. It is not realistic to say that many of our students majoring in science in most of our colleges are scientists or potential scientists. It is not realistic to say that students washing test tubes in a government laboratory, or adding figures, or recording observations are doing scientific work which women or "4F's" or their equivalent could not do.

On the more general policies of war strategy and in terms of the future welfare of the country it will be well to remember that Selective Service as a method of recruitment is outmoded, that military policies of selection and assignment should be greatly improved, that national service is inevitable, and that universal military training now or soon will save lives.

The policies and the programs of the educational institutions, should war come, will need to face such issues. Are they really facing their problems? — E. A. F.

The New School Year

Everything in August indicates that the new school year will begin in a time that is out of joint. What was described as a "police action" in Korea turns out to be an amazing sample of an international war. The school year begins at a time of international tensions, in a very much disturbed world.

As we look back at the past and particularly the history of war we note how more extensive it is, more devastating, and more destructive of human life and of human culture. To those who proclaim for education great social results we must say that on this central question of war they have failed. And there seems today little power in their capacity to improve the situation.

In the political sphere, power politics was never more in evidence. The test of every question seems to be MIGHT, or the specter of *might*. It may come in the guise of fear, of propaganda, of organized power. Reason is not enthroned in men's minds or love in their hearts. This, however, can be fruitfully worked at only as might gives way to REASON and LOVE.

There, however, always seems to emerge on the world stage a great aggressor. This has been so from the time of Genghis Khan and Attila to Hitler and Stalin. It may indeed be the results of original sin. But it is the function of religion and education, particularly of the Catholic school, by teaching the Gospel to all creatures to build up a world opinion, an opinion among "races," national opinion that will keep willful men — aggressors — from bringing the curse and calamity of war on the rest of us.

In this beginning of the school year picture yourself as doing something to affect that situation. Do not worry how much or how little. Sow in the hearts of the children committed to your care an understanding within their capacity and a resolution to do something about it, large or small. "You can change the world." — E. A. F.

The Golden Rule

In a time of crisis as now, it has always seemed to me to be sound advice to do the duty which lies nearest you, which you know to be a duty. Do not set out to do some great thing — and do nothing until you discover the great thing. Do things for your neighbor in your block. Do something that needs to be done *where you are*. Don't try for worlds to conquer.

Civilian defense will require a great spirit of co-operation and helpfulness. Thinking about it now may show that in our ordinary everyday routine of life, the same spirit of co-operation, helpfulness — neighborliness in short — will do wonders.

Of course the most general way of putting it is the golden rule. Do unto others as you would that others should do unto

you. That is one lesson every teacher should teach every day. — E. A. F.

Co-operate in Spite of Deficiencies of UNESCO

I am deeply convinced of the necessity and the value of co-operation with UNESCO. And this in spite of the criticism to which UNESCO has laid itself open. I am well aware of the deficiencies of UNESCO. I am aware that in the beginning it was too troubled with organization and not enough with program; I am aware that its program was and, perhaps, still is too diffuse; I am aware of the fact that the philosophy of some influential persons in UNESCO is a thoroughly materialistic one; I am aware, above all, that all too many of those who work with UNESCO have a secularistic outlook on life and on UNESCO's aims. But the fact of the matter is that the stage of UNESCO's growing pains is passing; the organization is fairly well set; the program is concentrating, as it should, on peace. And if Catholic educators will work with UNESCO and if they will try in their own institutions and in every activity of their institutions to further the work of Catholic international understanding, they will act as a healthy leaven against the materialism and the secularism that is so all-pervasive not only of UNESCO but of the entire field of education. Pius XII, the Pope of Peace, has pointed the way. If we follow along the way that he has pointed, if we take seriously the Papal Program of Peace, we will be doing the most effective work possible for UNESCO and for international understanding. Can loyal Catholic institutions afford to do less? — Father Edward B. Rooney, S.J.

Rejection of the Moral Law

Pope Pius XII was elected pope at a critical hour. World War II was impending. *Summi Pontificatus* was issued in the second month of the war. Having analyzed the chief aberrations of our times, the Holy Father singles out as the source of all the evils of our day contempt and neglect of the natural law. Now, the natural law — or, as it is called, the moral law — when applied to man, is the universal standard of all human conduct, whether that conduct be the acts of individual men or of all men taken collectively. As the outcome of this analysis, the Holy Father assigns the denial of the Divinity of Christ, which in turn leads to the denial of God's authority, as the ultimate cause for the contempt and neglect of the natural law.

From the neglect of the natural law two "disastrously widespread" errors have come into existence, and are powerful forces operating in the world today. These errors are popularly known as Racism and Totalitarianism. The first is the denial of the solidarity of the human race and the brotherhood of men; the second is the autonomous state. Both these errors imply the denial of human morality; both contradict reason and Divine Revelation concerning the essential unity of the human race and the dignity of the human person. — Bishop William T. Mulloy.

Practical Aids for the Teacher

Credo for the Teacher of Mathematics

*Sister Noel Marie, C.S.J.**

I believe that:

1. I am not primarily a teacher of mathematics; I am a teacher of children.

2. As a teacher of mathematics, I should possess an enthusiastic interest in my chosen field, an inspired concept of the value of mathematics in the structure of civilization, and an eager readiness to interpret carefully and thoughtfully those fundamental laws, mechanical processes, generalizing procedures, and possibilities of practical applications which so definitely characterize mathematics as a field of study and endeavor.

3. I have a powerful weapon for molding minds when I impress on my students the fact that, in any system of constructive thought, the validity of the conclusions rests entirely upon the validity and consistency of the assumptions and definitions upon which the conclusions are based. The importance of *postulational*, or "if-then" type of reasoning is one of the most potent educational and cultural values in the study of mathematics.

4. I must maintain a broad perspective of the field of mathematics and an understanding of the place and importance of mathematics in any valid scheme of general education.

5. I must discard any sense of intellectual superiority and view a subject through the eyes of the immature student so that I may patiently guide and encourage him in his efforts and stimulate his interest in further exploration of the field of mathematics.

6. As a result of my teaching, my pupils should have learned not only to adapt themselves to their surroundings but also to strive to improve them; to form careful and unprejudiced judgments after independent and constructive thought; to widen their horizons of intellectual endeavor, cultural interests, and recreational pursuits.

7. I must recognize as my responsibility the need to emphasize continually the fact that it is an essential part of culture and education to understand the background and nature of developments which are going on in the world. Many of these cannot be understood adequately except through an understanding of scientific principles which, in turn, depend upon mathematical principles.

8. I must not only believe, but I must emphasize, that there is a literature of mathematics as important to man's cultural development as the great classics of poetry. The artist, so-called, has no monopoly on the aesthetic.

9. My classroom work must be so organized

and presented that I shall emphasize the values and the inherent intellectual challenge of the subject and insure understanding and a reasonable degree of competence by keeping the subject matter and the activities at a level of difficulty appropriate to the intellectual maturity of the students.

10. I have a twofold task in that I must not only create or arouse interest in my students (the first and greatest factor in creating interest is a sympathetic, well informed, competent, and inspiring teacher) but I must maintain that interest after the novelty has worn off.

11. Since I hope, also, to inspire the confidence and respect of my students, it is necessary that I be well grounded in the subject matter of mathematics, and that I have an enthusiastic interest in it and in the teaching of it.

12. In the teaching of new materials, my aim will be to explain clearly, to challenge, to guide to discovery, to develop understanding, always remembering that the subject matter that is unfolding before the eyes of the student is unfamiliar to him.

13. The question of transfer of training is one which occupies all educators. Since the likelihood of transfer rests more with the teacher than with the subject matter, I shall remember that the ideals and attitudes of my students are a direct result of my methods.

14. In order to insure against waste and inefficiency in my work, I must plan care-

fully — long-range planning as well as a daily lesson plan; remembering always that occasions will arise when I shall have to depart from a planned program.

15. As to the question of new techniques, devices, or points of view, the middle path of conservatism and stability as well as open-mindedness and receptiveness to new ideas will protect against either a radical over-enthusiasm or a narrow conservatism.

16. With regard to the question of discipline, again, a happy medium must be maintained between being too easygoing and not preserving proper order or being too severe and not possessing a sympathetic appreciation of the motives and reactions of the students.

17. In teaching algebra I shall keep as my general objective to develop and clarify understandings, to produce familiarity with the terminology, notation, and symbolism of algebra and to perfect operational facility.

18. In teaching geometry, I must distinguish between the informal approach of intuitive geometry and the more rigorous, logical presentation of demonstrative geometry; the latter should be taught chiefly as a course in reasoning.

19. As a result of a course in geometry, my students should realize the importance of definitions and postulates; they should be aware of the more common errors in everyday thinking — hasty deductions, intellectual dishonesty, prejudiced or wishful thinking, judgments made without first having all the evidence, then weighing all the facts, and reaching a sound conclusion on the basis of these facts.

20. Besides the obligation to teach effectively, all teachers are responsible for promoting the effective functioning of the school and the maintenance of harmonious relations and constructive understanding between the school and the community.

A Drama of Digestion

*Sister M. Anthony, C.S.A.**

Introductory Note

The following playlet is the joint production of our high school biology class. It was highly effectual in providing interesting practice in the vocabulary of the science and in affording an opportunity for correlating the work in biology with other subjects.

The Cast

CRACKER (representing carbohydrates), HAMBURGER (representing proteins), BANANA CREAM PIE (representing fats), THE MOUTH, THE STOMACH, THE SMALL INTESTINE, THE LIVER, THE PANCREAS, LIPASE, BILE, PEPSIN.

Staging

The characters are seated in a semicircle

on the stage. As the play opens, each character, in turn, rises, introduces himself or herself, and then is seated again.

MOUTH: I'm the Mouth. This is where digestion begins. Oops! I'm getting a cracker. (Cracker rises and hands Mouth a cracker.) Hello there, Cracker.

CRACKER: [After handing Mouth the cracker, retires behind screen and speaks from there. As Mouth starts chewing, the Cracker cries in distress]: Oh! What are you doing to me? Stop! You're cutting and mashing me.

MOUTH: [After swallowing the bite]: Why, that's my job. What would be the sense of my having these jaws and thirty-two strong teeth if I weren't supposed to masticate you?

CRACKER: We're having a flood in here.

* College of Saint Rose, Albany, N. Y.

* Saint Agnes High School, Fond du Lac, Wis.

MOUTH [*comfortingly*]: Oh no! That's just a liquid secreted from my three pairs of salivary glands.

CRACKER: Why must I be mixed with this?

MOUTH: When the saliva is mixed with you, you are easier to swallow; its enzyme, ptyalin, helps to digest you and turns you into maltose before you leave.

CRACKER: Do you mean that I have to go somewhere else?

MOUTH: Yes, you have many places to go; but I'll empty you into the esophagus.

CRACKER: What's the esophagus?

MOUTH: It's a long narrow tube which extends from me to the Stomach.

CRACKER: The Stomach?

MOUTH: Yes! But I haven't time to tell you about it now for another cracker is coming. Good-by, Cracker-now-Maltose. The Stomach will continue with explanations.

[*Mouth returns to chair. The Stomach rises and steps forward.*]

CRACKER: Thanks, Mouth. Good-by.

[*Pauses briefly*] My! It's dark down here; I wonder where I am. This must be the esophagus, and I'm on my way to the Stomach. Here's a door. I've arrived. [*Knocks.*]

STOMACH: What's that knocking? It must be at the front entry, the cardiac valve. [*Faces Cracker, who now comes on stage.*]

CRACKER: Hello. Are you Stomach?

STOMACH: That I am.

CRACKER: How do you do. Mouth told me I had much to go through before I would be changed into glucose and that you would continue with explanations. What do I do here?

STOMACH: I have nothing whatsoever to do with you. If you were milk, my enzyme, renin, would work on you; if you were meat, my enzyme, pepsin, would work on you. Since you are neither, I'll give you transportation across town, provided that you have about three hours to spare until I can get transportation to take you to the pyloric valve. There you will be granted entrance to my neighbor, the Small Intestine.

CRACKER: Thanks. I'll wait.

STOMACH: Safe journey.

[*Stomach returns to chair. Small Intestine rises and faces Cracker.*]

INTESTINE: Welcome.

CRACKER: Greetings! I was a Cracker. Ptyalin in the Mouth changed me to Maltose. Stomach sent me to you. Now what happens?

INTESTINE: Here you will meet Maltase who will take good care of you and change you into Glucose. Then you will pass through my villi into the blood stream and be circulated.

CRACKER: How interesting and how kind! The Stomach was dull compared with this!

INTESTINE: Maltase is waiting. Hurry.

[*Cracker disappears from scene. Enter Hamburger.*]

HAMBURGER: Through the teeth, over the tongue, look out, tummy, here I come.

MOUTH: [*Rises hastily and restrains Hamburger*]: Hold on! Not so fast, Hamburger. I'm supposed to chew you first. What's your hurry?

HAMBURGER: There's real cause for hurry.

I have to get to the Stomach so Pepsin can start to digest me.

MOUTH: But, see here. I'm a friend of Pepsin, and I know that she has to work twice as hard on food like you that isn't properly masticated.

HAMBURGER: Well, what's the difference if you chew me or not? You can't start to digest me anyway.

MOUTH: You're just like the rest. You don't seem to realize that I have any importance at all. I might just as well retire.

HAMBURGER: Truly, I didn't mean to be rude. I'm ready to learn. Tell me your work.

MOUTH: That's better! The complicated tube which prepares the food for our use works well as long as it is not abused by improper habits of eating. But many people are unaware of this. They eat too fast and fail to chew their food properly. If food is well chewed, the digestive system can work more smoothly because the enzymes in the digestive tract could act on the food as soon as it arrives. I am a great help in digestion because by the use of my jaws and my thirty-two strong teeth, I can chew food into small pieces which can be digested easily after having been mixed with saliva. Well, Hamburger, I think you are ready to go now. Don't forget my advice.

HAMBURGER: I won't. Bye!

[*Mouth retires to chair. Stomach rises and faces Hamburger.*]

STOMACH: I thought I heard you say, "Look out, tummy, here I come," a long time ago. Whatever in the world delayed you so long? Were you conversing with the larynx on the way?

HAMBURGER: Mouth gave me a good, sound scolding.

STOMACH: For what?

HAMBURGER: Just because I wanted to get here in a hurry.

STOMACH: That's Mouth's favorite subject—and a wise and considerate one, too.

HAMBURGER: That's the point. I was being docked for inconsiderateness.

STOMACH: Well, I'm glad you were willing to be educated . . . and, incidentally, masticated. But, I can't give you a minute more. Pepsin, where are you? I have a fine specimen of thoroughly masticated hamburger for you; a rarity indeed in this modern age of hustle and bustle. [*Pause*] O.K., Hamburger, my work with you as protein is done. You may go to the Small Intestine as soon as Pepsin has finished converting you into peptones. Bye now! Pass through the pyloric valve.

[*At Stomach's call Pepsin rises, bows formally to Hamburger, and leads Hamburger slowly toward Intestine, who rises and comes forward.*]

HAMBURGER: Good-by and thank you!

INTESTINE: Well, well, look who's here—my friend, Peptones alias Hamburger.

HAMBURGER: Hi! Stomach told me you were my journey's end.

INTESTINE: Not quite, for, you see, my work is to make you useful.

HAMBURGER [*bowing deeply*]: At your service!

INTESTINE: After I have changed you into amino acid by the help of my enzyme, erepsin, you will be absorbed into the blood stream. Then your job really begins.

HAMBURGER: Thank you. I shall try to do my duty.

[*Exit Hamburger. Intestine returns to chair. Banana Cream Pie rises and steps forward. Mouth rises also and comes forward to greet Pie.*]

MOUTH: Um-m-m-m good! What are you?

PIE: I'm a piece of Banana Cream Pie.

MOUTH: No wonder I didn't recognize you. It's not very often that I get a good taste of you because as soon as I get one bite another one follows. My, you're easy to chew; I have finished with you already. Down you go.

PIE: I don't want to go; I might get lost.

MOUTH: Courage! Esophagus will pilot you right to Stomach's front door.

PIE: Bye.

STOMACH: Well, what are you?

PIE: I'm just a piece of Banana Cream Pie.

STOMACH [*crossly*]: What a nuisance! To me you're just Fat!

PIE: You needn't be rude!

STOMACH [*still cross*]: Right now I'm too busy to take care of your transportation across town because I have all I can do to take care of the protein of today's dinner which arrived just a little while ago. Please be patient while I phone Intestine who may be able to care for you. [*Goes to phone, lifts receiver*] Duodenum 6-8460. [*Pauses*] Hello. Intestine? This is Stomach. Are you busy right now?

INTESTINE [*has answered phone which is near chair. Speaks through mouthpiece*]: Not particularly. What can I do for you?

STOMACH: Fat's here. Are you ready?

INTESTINE: I think so. Give me a little time. I'll have to inform Liver, who in turn will notify Pancreas so that the Bile and Pancreatic Juice will be ready. You may send Fat right in, however.

STOMACH: Thanks much. [*Turns from phone and speaks more cheerfully to Pie*]: I suppose that you realize that my enzymes, Renin and Pepsin, don't work on Fats and so could be of no service to you. Intestine will take care of you. You may go now. No hard feelings, I hope.

PIE: Oh, I'll try to be noble and forgiving. One can't expect everyone to be as gracious as Mouth. Farewell.

[*Pie wanders around until Intestine completes preparations for the reception of Fats.*]

INTESTINE [*using telephone*]: Bile 112, please. [*Liver answers phone.*]

LIVER: Hello. Liver speaking.

INTESTINE: This is Intestine. I have a little work for you.

LIVER: Fine. Always glad to do my bit, you know.

INTESTINE: I just received word from Stomach that I'm to receive Fat.

LIVER: That means, of course, that I'm to send Bile over.

INTESTINE: You may go to the head of the class! And would you call Pancreas and have arrangements made for Pancreatic Juice to come, too.

LIVER: Sure thing! [*Hangs up receiver. Takes a pad and pencil and writes a message, hands it to the nearest neighbor, saying*]: Pass this to Pancreas, please.

PANCREAS [*on receiving note*]: Ah! Ha! A message from Liver. How nice! Wonder what's digesting? [*Reads message*]:

My dear Pan:

Intestine's getting some Fat. Meet me at Duodenum and bring plenty of Lipase. Intestine needs us now. We may not falter. In haste,

Livy

[*Pancreas calls to Lipase*]: Lipase, our duty is at the front. Come. [*Lipase and Pancreas rise and go to meet Bile. The three then gather around Intestine after Pie has entered.*]

PIE [*stops in front of Intestine*]: Excuse me. Could you tell me where I am? I think I slipped right through the pyloric valve.

INTESTINE: You did the correct thing. I'm Intestine. I'm waiting for Lipase and Bile who are coming to take care of you. Well, here they are. [*To Lipase and Bile*]: Come right in.

LIPASE: We're ready to get right to work. PIE: What happens now?

BILE: Since you are a Fat you will be transformed into fatty acids and glycerin by our activity.

LIPASE and BILE together: Then you're finished with as far as digestion is concerned.

CRACKER [*enters and bows to audience*]: Remember me? I was Cracker. But by the process of digestion. I've been changed into glycogen and have been stored in the Liver. At a moment's notice, I'm ready to furnish energy. That's Carbohydrate for you!

HAMBURGER [*enters and bows to audience*]: About three hours ago, I was Hamburger. Now I'm amino acid and I'm on my way to the tissues to build and repair them. That's Protein for you!

PIE: I was that nice big piece of Banana Cream Pie. In the process of digestion, I was changed into fatty acids and glycerin. I furnish energy and help build tissues. That of me which isn't expended is stored as adipose tissue. And that, my friends, is Fat!

SPECIAL DAYS IN SEPTEMBER

The classroom in a Catholic school should display a liturgical calendar as a silent reminder to the children to use the missal and to live with the Church. Some of the important feasts for September are: 8, the Nativity of Our Lady; 12, the Most Holy Name of Mary; 14, the Exaltation of the Holy Cross; 15, the Seven Dolours of Mary; 21, St. Matthew the Apostle; 26, the North American Martyrs, St. Isaac Jogues and Companions; 29, the Dedication of St. Michael the Archangel.

A few secular days in September of special interest to schools are: 2, Eugene Field, the children's poet, born Sept. 2, 1850, died in 1895; 4, Labor Day; 6, the Mayflower sailed from Plymouth, England, Sept. 6, 1620 and arrived in New England 107 days later; 17, Constitution Day. The Constitution of the United States was signed in 1787; 23, first day of autumn.

Aenigma Decussatum A Latin Crossword Puzzle

Brother Armand, F.I.C.*

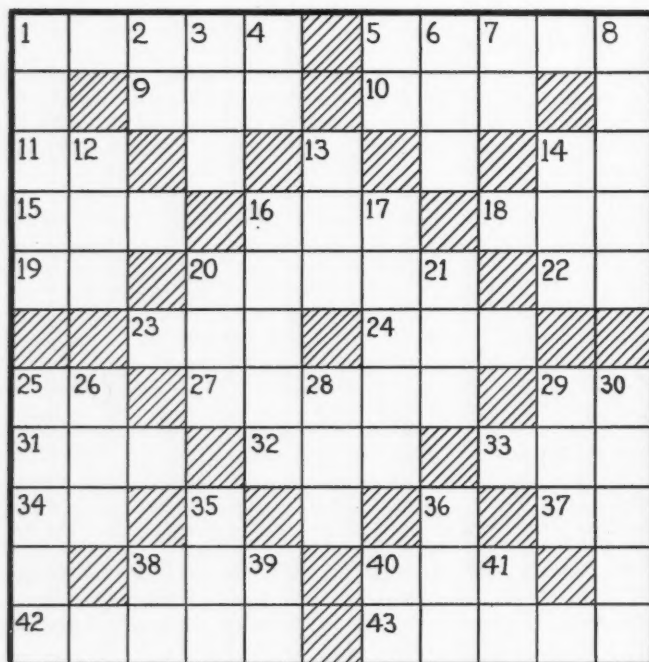
TRANSVERSUM

1. Mother of God

5. you present (s)

9. let him go

*Msgr. Prevost High School, Fall River, Mass.



10. I publish

11. if

14. give thou

15. so, in this manner

16. Pious (f. s.)

18. man

19. (pers. pron.; acc. s.)

20. father-in-law

22. (refl. pron.; acc. s.)

23. but if (conj.)

24. I overthrow, I rush

25. (dem. pron.; nom. s. n.)

27. you fall (s.)

29. violence (abl. s.)

31. mouse

32. pork

33. I may be

34. and

37. (prep. w. abl.)

38. I pray

40. anger

42. circle

43. I am cured

DEORSUM

1. he sent

2. matter, thing (abl. s.)

3. already

4. but (conj.)

5. (pre. w. abl.)

6. I hate (defective)

7. I swim

8. to stand

12. go ye

13. here

14. to the gods

16. you may set (s.)

17. bronze (gen. s.)

20. so, thus (adv.)

21. country

25. likeness, statue

26. lead thou

28. general

29. road

30. rain, storm

35. mouth, face (dat. s.)

36. altar

38. on account of (prep.)

39. bone

40. you go (s.)

41. or (in double questions)

SOLUTIO

Transversum

1. Maria

5. donas

9. eat

10. edo

11. si

14. da

15. ita

16. pia

18. vir

19. te

20. socer

22. se

23. sin

24. ruo

25. id

27. cadis

29. vi

31. mus

32. sus

33. sim

34. ac

37. ab

38. oro

40. ira

42. orbis

43. sanor

Deorsum

1. misit

2. re

3. iam

4. at

5. De

6. odi

7. no

8. stare

12. ite

13. hic

14. dis

16. ponas

17. aeris

20. sic

21. rus

25. imago

26. duc

28. dux

29. via

30. imber

35. ori

36. ara

38. ob

39. os

40. is

41. an

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Catholic Book Week at Holy Spirit School, Ashbury Park, N. J. Sisters of St. Dominic of Caldwell, N. J., are in charge of the school.

¹For example, see "Speech Correction for Elementary School Children," by Alfred J. Sokolnicki, director of Marquette University Speech Correction Clinic, *CATHOLIC SCHOOL JOURNAL*, June, 1949, page 195. — Editor.

*Precious Blood Institute, Red Bud, Ill.

LIVER: Sure thing! [*Hangs up receiver. Takes a pad and pencil and writes a message, hands it to the nearest neighbor, saying*]: Pass this to Pancreas, please.

PANCREAS [*on receiving note*]: Ah! Ha! A message from Liver. How nice! Wonder what's digesting? [*Reads message*]:

My dear Pan:

Intestine's getting some Fat. Meet me at Duodenum and bring plenty of Lipase. Intestine needs us now. We may not falter. In haste,

Livy

[*Pancreas calls to Lipase*]: Lipase, our duty is at the front. Come. [*Lipase and Pancreas rise and go to meet Bile. The three then gather around Intestine after Pie has entered.*]

PIE [*stops in front of Intestine*]: Excuse me. Could you tell me where I am? I think I slipped right through the pyloric valve.

INTESTINE: You did the correct thing. I'm Intestine. I'm waiting for Lipase and Bile who are coming to take care of you. Well, here they are. [*To Lipase and Bile*]: Come right in.

LIPASE: We're ready to get right to work. PIE: What happens now?

BILE: Since you are a Fat you will be transformed into fatty acids and glycerin by our activity.

LIPASE and BILE together: Then you're finished with as far as digestion is concerned.

CRACKER [*enters and bows to audience*]: Remember me? I was Cracker. But by the process of digestion. I've been changed into glycogen and have been stored in the Liver. At a moment's notice, I'm ready to furnish energy. That's Carbohydrate for you!

HAMBURGER [*enters and bows to audience*]: About three hours ago, I was Hamburger. Now I'm amino acid and I'm on my way to the tissues to build and repair them. That's Protein for you!

PIE: I was that nice big piece of Banana Cream Pie. In the process of digestion, I was changed into fatty acids and glycerin. I furnish energy and help build tissues. That of me which isn't expended is stored as adipose tissue. And that, my friends, is Fat!

SPECIAL DAYS IN SEPTEMBER

The classroom in a Catholic school should display a liturgical calendar as a silent reminder to the children to use the missal and to live with the Church. Some of the important feasts for September are: 8, the Nativity of Our Lady; 12, the Most Holy Name of Mary; 14, the Exaltation of the Holy Cross; 15, the Seven Dolours of Mary; 21, St. Matthew the Apostle; 26, the North American Martyrs, St. Isaac Jogues and Companions; 29, the Dedication of St. Michael the Archangel.

A few secular days in September of special interest to schools are: 2, Eugene Field, the children's poet, born Sept. 2, 1850, died in 1895; 4, Labor Day; 6, the Mayflower sailed from Plymouth, England, Sept. 6, 1620 and arrived in New England 107 days later; 17, Constitution Day. The Constitution of the United States was signed in 1787; 23, first day of autumn.

Aenigma Decussatum A Latin Crossword Puzzle

Brother Armand, F.I.C.*

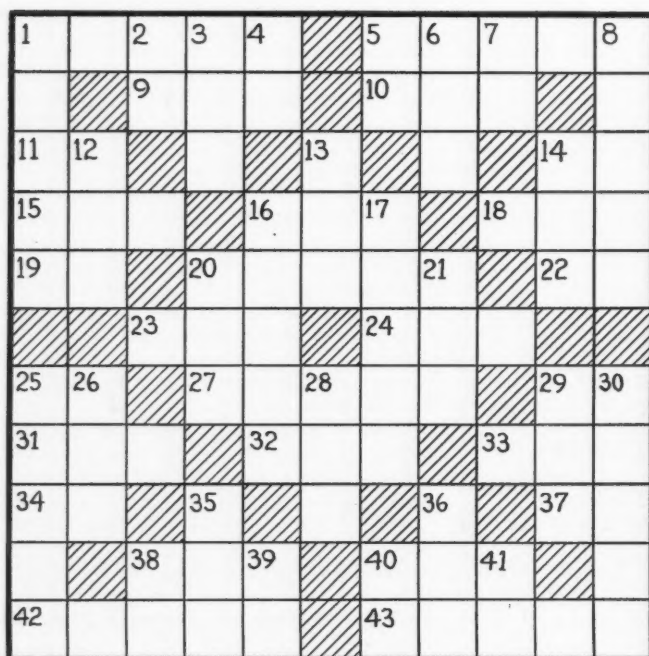
TRANSVERSUM

1. Mother of God

5. you present (s)

9. let him go

*Mgrr. Prevost High School, Fall River, Mass.



10. I publish
11. if
14. give thou
15. so, in this manner
16. Pious (f. s.)
18. man
19. (pers. pron.; acc. s.)
20. father-in-law
22. (refl. pron.; acc. s.)
23. but if (conj.)
24. I overthrow, I rush
25. (dem. pron.; nom. s. n.)
27. you fall (s.)
29. violence (abl. s.)
31. mouse
32. pork
33. I may be
34. and
37. (prep. w. abl.)
38. I pray
40. anger
42. circle
43. I am cured

DEORSUM

1. he sent
2. matter, thing (abl. s.)
3. already
4. but (conj.)
5. (prep. w. abl.)
6. I hate (defective)
7. I swim
8. to stand
12. go ye
13. here
14. to the gods
16. you may set (s.)
17. bronze (gen. s.)
20. so, thus (adv.)
21. country
25. likeness, statue

26. lead thou
28. general
29. road
30. rain, storm
35. mouth, face (dat. s.)
36. altar
38. on account of (prep.)
39. bone
40. you go (s.)
41. or (in double questions)

SOLUTIO

Transversum

- | | |
|-----------|-----------|
| 1. Maria | 24. ruo |
| 5. donas | 25. id |
| 9. eat | 27. cadis |
| 10. edo | 29. vi |
| 11. si | 31. mus |
| 14. da | 32. sus |
| 15. ita | 33. sim |
| 16. pia | 34. ac |
| 18. vir | 37. ab |
| 19. te | 38. oro |
| 20. socer | 40. ira |
| 22. se | 42. orbis |
| 23. sin | 43. sanor |

Deorsum

- | | |
|-----------|-----------|
| 1. misit | 20. sic |
| 2. re | 21. rus |
| 3. iam | 25. imago |
| 4. at | 26. duc |
| 5. De | 28. dux |
| 6. odi | 29. via |
| 7. no | 30. imber |
| 8. stare | 35. ori |
| 12. ite | 36. ara |
| 13. hic | 38. ob |
| 14. dis | 39. os |
| 16. ponas | 40. is |
| 17. aeris | 41. an |

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THROUGH THE YEAR WITH MARY

*Sister M. Rose, S.H., S.N.D. deN.**

Since our Lady has asked the children of Fátima to extend her message of prayer and penance to the world, we, as teachers, should help to accomplish her request. It is my aim to give the children a better understanding and love of the Mother of God. For this purpose I presented the project, "Through the Year With Mary," to the pupils to increase their knowledge of her various and beautiful feasts, and to stimulate the desire for a sincere imitation of her virtues. As a result of this project, I trust they will be imbued with an earnest desire to belong to her in time and in eternity.

SUGGESTIONS

We began with our Lady's birthday in September, rather than follow the ecclesiastical year. I told them we were going to make a study of Mary's feasts with quotations from Holy Scripture. I explained that some of the quotations directly concerned our Blessed Mother, while others served to enhance her beauty of soul, but did not refer to her in their Scriptural setting. The pupils were required to learn the feasts and dates, but they were not obliged to memorize the quotations. Not wishing this project to be a burden in any sense, we took the feasts once a week. The poem "Ave Maria" should be memorized by New Year's that the feeling of security of belonging to Mary would increase constantly in their souls.

The test questions are used orally, being reviewed occasionally during succeeding months.

A small poster occupies a conspicuous place in the front of the classroom with a picture of our Lady toward the top, and a small paper bearing the name of the current month with dates and feasts recorded below. This paper is attached with art corners and may be slipped out to be replaced by another for the following month.

This project is suitable without the quotations in grades 3 and 4, and with the quotations in grades 5, 6, 7, 8.

Each child may record the lessons in his own booklet to be bound with brass paper fasteners and covered with blue construction paper.

SEPTEMBER

8. Nativity of the Blessed Virgin Mary — "For you are our glory and joy" (1 Thess. 2:20).

12. The Most Holy Name of Mary — "All they that love thy name shall glory in thee" (Ps. 5:12). "Let them give praise to thy great name" (Ps. 98:3). "And the Virgin's name was Mary" (Luke 1:27).

15. The Seven Dolors of the Blessed Vir-

gin Mary — "Woman, behold thy son" (John 19:26).

24. Our Lady of Ransom — "Therefore thou shalt be blessed forever" (Judith 15:11).

Test

1. When was our Blessed Lady born?
2. Should every good child know and remember his Mother's birthday each time it occurs?
3. Who were Mary's parents?
4. What does the name "Mary" mean?
5. Why should we consider it a privilege to have the name of Mary?
6. What does it show when so few babies now are named Mary?
7. What is meant by Mary's Dolors?
8. Can you enumerate them?

AVE MARIA

Ave Maria, virgin mild,
Mother of the Holy Child!
When His head upon your breast,
He finds solace, peace, and rest,
In your Bethlehem lullaby,
As the angels hover nigh,
Whisper in His baby ear
Your sweet voice to Him most dear.
He has come my heart to woo,
Oh, tell Him, "I belong to you!"

Ave Maria, virgin bright,
Mother of the Lord of Light!
Who can know those days of joy,
Spent at Nazareth with your Boy?
In your heart His words you kept,
Pondering o'er them while He slept.
Harm some day would come to Him
From this wicked world of sin.
Look into His eyes so blue,
And tell Him, "I belong to you!"

Ave Maria, virgin blest,
Mother of our Friend the best!
From His throne so high above,
He has come to prove His love.
He will never leave His own,
In this world to fight alone,
When he comes to be my Guest,
To my heart is fondly pressed,
Mother dear, will you come too?
And tell Him, "I belong to you!"

Ave Maria, virgin one,
Mother of God's Eternal Son!
King Divine I hear Your call
Asking for my heart, my all!
When from this world I must part,
Lead me to His Sacred Heart.
As I stand alone — forlorn,
All deserving of His scorn,
Mother mine, this will I do,
I'll tell him, "I belong to you!"

9. Do you have devotion to Our Mother of Sorrows?

10. Have you a Rosary of the Seven Dolors?

OCTOBER

7. The Most Holy Rosary — "I will be exalted in the earth" (Ps. 45:11).

11. Maternity of the Blessed Virgin Mary — "I am the Mother of Fair Love" (Ecclus. 24:24).

16. Purity of the Blessed Virgin Mary — "For she is the brightness of Eternal Light. The unspotted mirror of God's majesty and the image of His goodness" (Wisd. 7:26).

Test

1. When does the Feast of the Holy Rosary occur?
2. What does the rosary commemorate?
3. Where did we get it?
4. Into how many major parts is it divided?
5. Do you know the mysteries?
6. Do you often recite the rosary?
7. Do you urge others to recite it?
8. Does your family say it together?
9. Do you know what the "Block Rosary" means?
10. What does the Maternity of the Blessed Virgin mean?
11. Is it sufficient to know about our Lady's feasts?

NOVEMBER

21. The Presentation of the Blessed Virgin — "Blessed art thou O daughter" (Judith 13:23).

27. Our Lady of the Miraculous Medal — "Rejoice . . . and be glad with her all you that love her" (Isa. 66:10).

Test

1. Do you know the story of the Presentation of our Lady in the Temple?
2. What did she do there?
3. About how old was she when she entered? When she withdrew?
4. Why did she withdraw?
5. Did you ever see a Miraculous Medal?
6. Do you know the story of it?
7. Have you a Miraculous Medal?
8. Should we be happy to wear medals and the Scapular of our Lady?
9. Can you give several reasons why we should be glad to wear them?
10. Have you ever urged others, especially members of your family, to wear such tokens of devotion to Mary?

DECEMBER

8. The Immaculate Conception of the Blessed Virgin Mary — "Thou art all fair O my love and there is no spot in thee"

* Mt. Notre Dame Academy, Cincinnati 15, Ohio.

(Cant. 4:7). "Thou art clothed with light as with a garment" (Ps. 103:2). "How beautiful art thou, my love" (Cant. 4:1).

12. Our Lady of Guadalupe—"I am the Mother of God" (said to Juan Diego).

18. The Expectation of the Blessed Virgin Mary—"Among the blessed she shall be blessed" (Ecclus. 24:4).

Test

1. What does the Immaculate Conception of the Blessed Virgin mean?
2. When was it declared a dogma of faith?
3. What is a dogma?
4. On what date does this feast occur?
5. Is it always a holyday of obligation?
6. What other feast of our Lady is also a holyday?
7. Do you remember any quotation from Holy Scripture that reminds you of Mary's beautiful soul?
8. Do you try to hear Mass and receive Holy Communion on all our Lady's feasts?
9. What day of the week is specially Mary's day?
10. Do you know the story of Our Lady of Guadalupe?
11. Where is Guadalupe?
12. In what season of the Church do Mary's December feasts fall?

JANUARY

23. The Espousals of the Blessed Virgin Mary—"Thou art the glory of Jerusalem, thou art the joy of Israel, thou art the honor of our people" (Judith 15:10).

Test

1. What does the word "Espousals" mean?
2. When does the Espousals of our Lady come?
3. Who was our Lady's husband?
4. Who was St. Joseph?
5. Do you know anything he ever said?
6. What occupation did he follow?
7. When is his feast?
8. In what month do we honor him?
9. Have you renewed your resolution to follow Mary through this year?

FEBRUARY

2. The Purification of the Blessed Virgin—"A woman clothed with the sun, and a moon under her feet, and on her head a crown of twelve stars" (Apoc. 12:1).
11. Our Lady of Lourdes—"I am the Immaculate Conception" (said to St. Bernadette).

Test

1. What were the young Jewish mothers required to do according to the Old Law when they had a first born baby boy?
2. Did our Blessed Mother really need to observe this law?
3. Did she tell the neighbors that she was the Mother of God?
4. Whom did she meet in the Temple that day?
5. What did he do?

6. Can you remember anything he said?
7. How did he know the Baby was Jesus?
8. Do you remember his sad words to our Lady?
9. What offering were the poor Jews supposed to make that day?
10. Did they meet anyone else there?
11. Where is Lourdes?
12. Who saw our Lady at Lourdes?
13. Can you tell the story of this apparition?
14. Where did Bernadette go after the apparitions?
15. Has she been declared a saint?

MARCH

25. The Annunciation—"Blessed art thou among women" (Luke 1:28). "Be it done to me according to thy word" (Luke 1:38).

Friday in Passion Week. The Seven Dolors of the Blessed Virgin Mary—"And thy own soul a sword shall pierce" (Luke 2:35).

Test

1. When did the Annunciation occur?
2. Why did our Lady question the Angel?
3. In what prayer do we commemorate this mystery?
4. What was the Angel's name?
5. Do you say the Angelus at home?
6. What did Simeon mean when he said, "Thy own soul a sword shall pierce"?
7. What are Dolors?
8. Can you name them?
9. What other time does the Church remember Mary's sorrows?
10. Did you ever see a Seven Dolor Rosary?

APRIL

26. Our Lady of Good Counsel—"In me is all hope of life and of virtue" (Ecclus. 24:25).

Saturday After Ascension. Queen of Apostles—"Rejoice over her thou heaven and ye holy Apostles and Prophets" (Apoc. 18:20).

Test

1. Should we ask our Lady to direct us in planning our future?
2. On what day especially should we ask her help?
3. Should we often think and pray about what we will do after we leave school?
4. Did our Lady help the Apostles and tell them many things about our Lord?
5. What title did she receive because of this?

MAY

13. Our Lady of the Most Blessed Sacrament—"Behold thou art fair, my beloved" (Cant. 1:14).

24. Mary Help of Christians—"It is she that teacheth the knowledge of God" (Wisd. 8:4).

31. Mary, Mediatrix of All Graces—Mary, Queen of All Saints—Mother of Fair Love—"In me is all grace of the way and of the truth" (Ecclus. 24:25). "In the multitude of the elect she shall have praise" (Ecclus. 24:4).

"Rejoice O heaven and you that dwell therein" (Apoc. 12:12).

Test

1. For whom is this month named?
2. Who would be the most perfect adorer of Jesus in the Blessed Sacrament?
3. Why should all Christians rely on the help of Mary?
4. Should all Christians be Mary's children?
5. Why is our Lady called our Mediatrix?
6. Which feast days of Mary are mentioned in the Litany of Loretto?
7. Where in Holy Scripture did our Lord show that He could refuse His mother nothing?
8. Why is our Lady sometimes spoken of as "Gate of Heaven"?
9. Why do we say, "To Jesus through Mary"?
10. After all, what is our real motive in studying Mary's feast, or prayers or any devotion in her honor?

JUNE

9. Mary, the Virgin Mother of Grace—"Thou hast found grace with God" (Luke 1:30). "He that is mighty hath done great things to me and holy is his name" (Luke 1:30).

Day After the Feast of the Sacred Heart of Jesus. Most Pure Heart of Mary—"Be thou exalted, we will sing and praise thy power" (Ps. 20:14).

27. Our Lady of Perpetual Help—"Now all good things came to me together with her and innumerable riches through her hands" (Wisd. 7:11).

Test

1. Who composed the Hail Mary?
2. What does "grace" mean?
3. How many kinds of grace are there?
4. What kind did we receive at baptism?
5. Do you have real devotion to Mary?
6. How should this devotion show?
7. Are you modest in your dress?
8. Do you show disapproval toward immodest clothing?
9. Is your speech the type our Lady would use?
10. Do you call on our Blessed Lady for help and guidance on all occasions?
11. Are you trying to imitate Mary?
12. Have you done anything to make others love her?
13. Do you give good example as a child of Mary?

JULY

2. The Visitation—"My soul doth magnify the Lord and my spirit hath rejoiced in God my Saviour" (Luke 1:46, 47).

16. Our Lady of Mt. Carmel—"All generations shall call me blessed" (Luke 1:48).

17. The Humility of the Blessed Virgin—"Behold the handmaid of the Lord" (Luke 1:38). "Thou hast regarded my humility" (Ps. 30:8).

Saturday Before the Fourth Sunday. Mary, Mother of Mercy—"I will be glad and rejoice in thy mercy" (Ps. 30:8). "My memory is unto everlasting generations" (Ecclus. 24:28).

Test

1. What do we call that prayer the Blessed Virgin said to St. Elizabeth?
2. On what occasion was the Magnificat said?
3. Can you recite the Magnificat?
4. What religious order is devoted to Our Lady of Mt. Carmel?
5. What did our Lady mean by "All generations shall call me blessed"?
6. Do you know any saints belonging to the Carmelite Order?
7. What special virtue in our Lady was very pleasing to God?
8. Will we be saved simply because we wear our Lady's scapular or carry the rosary?

AUGUST

5. Our Lady of the Snows—"Hail full of grace the Lord is with thee" (Luke 1:28).

A Lesson in Civics

Bill Makes The Grade

*Mary Anne Hartigan**

ACT I

PRES.: Now good-by, I made a nice little fellow of you.

BILL: What would you say that I am?

PRES.: You're a "Bill." I made you up myself.

BILL: Well, who are you if you don't mind my question?

PRES.: I'm Harry Truman, the President of the U. S., in fact I'm your father because I wrote you.

BILL: Hi, Pop!

PRES.: Don't be fresh or I'll veto you.

BILL: Is that like the spank?

PRES.: Look here, youngster. You're supposed to be seen and not heard. You don't seem to be impressed by your parentage. Do you know that you could have been created by a member of my Cabinet, or by a measly member of Congress, or for that matter, by just any U. S. citizen?

BILL: Zat so? How degrading!

PRES.: Now, see here, son, you wouldn't be half so gay if you knew what a long, hard journey you are facing.

BILL: Ski patrol?

PRES.: Silence! Listen to me now. I'm going to make my annual speech to Congress this afternoon, and in it I'm going to speak of you!

BILL: Long may it live!

PRES.: What?

BILL: Congress and the U. S.

13. Our Lady, Refuge of Sinners—"For behold they that go far from thee shall perish" (Ps. 72:27).

15. The Assumption—"My abode is in the full assembly of Saints" (Ecclus. 24:16).

Saturday Before Last Sunday. Health of the Sick—"God loveth them that love her" (Ecclus. 4:15).

Saturday After the Feast of St. Augustine. Our Lady of Consolation—"They that serve her, shall be servants to the Holy One" (Ecclus. 4:15).

Test

1. What feast in August should encourage all sinners to pray to Mary?
2. What great feast is a holyday of obligation this month?
3. What does the Church teach about the body of our Lady after death?
4. Is the account of her Assumption in the Scripture? Why?
5. Will sincere devotion to our Lady bring peace and consolation in all trials?
6. Are you trying to become Marylike?

PRES.: Oh! That's only the beginning of you. I must get a representative to introduce you.

BILL: Try a senator. Sounds better.

PRES.: Can't do it. You're a money bill. Otherwise you could start in either house. But money bills must go to the House first.

BILL: We learn something every day! Don't we?

PRES.: We sure do. Ha! Ha!

BILL: See here, Harry, old, boy, that laugh I don't like it. What's up? Let a kid in on it, will you?

PRES.: Well, my son, after you're introduced you might be pigeonholed.

BILL: That sounds like a dreary place.

PRES.: It's no place. It's a state—the state of being forgotten.

BILL: And what else might happen to me?

PRES.: Well, you might stay in the hopper a good long time.

BILL: With the grain?

PRES.: No, though that's the first intelligent remark you've made. You see, after the representative introduces you, you might find yourself pushed through a slot in the box on the clerk's desk. That box is nicknamed "hopper." It gets its name from the hopper through which grain is funneled in a mill.

BILL: I knew it. You and I are still farmers at heart. Five gets you ten I'll wind up in the "hopper."

PRES.: That's enough of you, maybe the worst they can do is none too good for an imp like you.

BILL: What's the worst, Dad, tell a guy will you?

PRES.: You asked for it. They might kill you, kill you dead.

BILL: Oh—Oh—Oh! Who? Who would kill me?

PRES.: The committee to whom you will be referred. They study you.

BILL: They do, eh! What are my chances of survival?

PRES.: Slim! Very slim! One in twenty to be exact.

BILL: One out of twenty bills introduced with all this rigmarole escapes?

PRES.: That's right, and your name would be changed.

BILL: Changed?

PRES.: Yes, my lad. Your name would be law. A bill is a law if it goes through the mill.

BILL: Well, let's get it over—read me to them and may a good guy live to tell it.

[End of Act I]

ACT II

[17 weeks later]

[Knock at door. . .]

PRES.: Come in.

BILL [enters]: Good morning, Father [elegantly].

PRES.: And whom might you be?

BILL: You do not recognize me, the child of your brain?

PRES.: [scowling—then, light dawning]: Bill, oh Billy, my boy! I didn't recognize you.

BILL: The scoundrels, they mutilated me.

PRES.: They certainly did. They cut pieces off you and sewed some tails on.

BILL: Excuse me, Sir. They are not tails. They are amendments. Changes to me. They didn't like the shape you gave me. My figure changes are called amendments, Sir!

PRES.: Well! Well! But however—it's better to come back unrecognized than not to come at all. Sit down and tell me all about it.

BILL: Well, after that rep. introduced me, he made a jolly good speech of me. I guess he's a friend of yours.

PRES.: A friend of yours, Son. He isn't even in the same political party as I am.

BILL: I see. Well, I thought I was in. It seemed a cinch. But the next thing I knew the clerk folded me up and down the hopper I went. And boy, were there a lot of kids down there.

PRES.: There were, huh? Discarded waifs!

BILL: Discarded is right. All hoping to be brought up on the floor and fought over.

PRES.: Could you hear what was going on?

BILL: Surely. And the waiting was tough. Every once in a while the clerk would pull one out and read it. Was I happy when he came looking for the President's money bill. I said, "S'long, boys, and good luck to all of you."

PRES.: How long did you wait in the hopper?

BILL: Two weeks. But when I got out it wasn't gravy. I was in a crowd of other bills. And some were whining about whether we'd get pigeonholed or whether we'd be just plain killed.

* A pupil in Sacred Heart School, Troy, N. Y. Grade 7, age 12. Teacher, Sister Ursula Marie, C.S.J.

PRES.: The committee could do that, you know.

BILL: You're telling me. Some of my pals are as dead as doornails. Some are pigeon-holed. And a couple of the good guys are so changed, their Dads will never recognize them.

PRES.: I know! I know!

BILL: Well, they surely did push me around. I'm lucky I'm alive. Can those guys fight! But finally they lugged me back to the House floor.

PRES.: How was the going there?

BILL: Well, after they cut a few pieces off me—I mean the committee, they invited the public in to look me over. Some of my friends wanted to have me whole. But my enemies wanted to cut big pieces off me. Well, finally the Rules Committee decided that I'd get to the floor of the House, so the chairman of the committee moved to have me considered at once.

PRES.: So everything was smooth from then on?

BILL: That's what you think. But the clerk read me again. And there the music really started. They fought over me for four days. They tacked a few amendments on me—and finally a majority of the House passed me.

PRES.: Good!

BILL: Yeh! Good! I was rushed right over to the Senate and went through the whole blasted procedure again. I was black and blue. I was sad, too—to think of my pals, who lost their lives in the battles on the House floor.

PRES.: Did you like the Senate better?

BILL: No. It wasn't only the committee stuff, but I was fearing a filibuster. It seems Senators like to kill a bill by talking it to death. That's a filibuster.

PRES.: But you passed a majority of the Senate.

BILL: Yes. But I was a "split personality." See, Father, I was passed in one form by the House. But the Senate didn't swallow me in the condition the House had served me up in. So that's a "split personality." This American system is something.

PRES.: You bet it is, Son! But it's the safest way yet. When a bill becomes a law, it's really received a lot of thought.

BILL: Thought and action!

PRES.: If you were passed with a "split personality," you had to go to a joint committee to have your differences "ironed out."

BILL: You're telling me! I wondered at that time if the whole thing was worth the effort.

PRES.: Don't be silly. Of course, it was worth the effort. You passed a majority of the House and Senate. Good, now you're a law.

BILL: Oh, no I'm not, Father! Did you forget?

PRES. [laughing]: You mean you're no law till I sign you?

BILL: That's it.

PRES.: Well, your worries are over.

BILL: You mean you're going to sign me, when you didn't know me?

English Composition: Ideas Come First

John H. Treanor*

Teachers and pupils traditionally have been embarrassed by the scarcity of ideas as the basis for English composition. While the simple mechanics of the written page as well as choice of words, variety of sentence structure, and the like pose problems that seem endless and often insurmountable, there is a more primary difficulty that hitherto has not merited sufficient attention; namely, the choice of subject or topic—in brief, "about what shall I write?"

The following project, therefore, attempts to meet that basic problem in the elementary school—how pupils shall be taught to find topics or ideas for composition before they attempt to clothe them in the flesh of verbal expression.

Tell Us About It

The project suggests a double approach: the one part, by making use of everyday experiences common to all (labeled "familiar situations"); the other, by calling special attention to the five senses that all human beings possess.

What are these "familiar situations"? They are things like these:

circus	home	fireman
Halloween	seashore	grocery store
birthday	a winter day	mother

The list can be expanded into several hundred similar topics—all within the common experience of elementary boys and girls.

How is attention called to the five senses? By taking any one of these "familiar situations" for a topic; under which ideas may be concentrated through the use of the senses.

For example:

Birthday Party		
presents	ribbons	goodies
ice cream	cards	fun
music	children	wrappings
popcorn	games	delicious

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PRES.: That's right. I didn't get as much money as I thought, but you'll do.

BILL: Phew! I thought surely you'd veto me. Then the guys told me I'd have to go through the same mill again to get a two-thirds vote from the House and Senate. I could never take it.

PRES.: Well, few bills vetoed by me ever get to be laws. But don't worry, I'm not vetoing you.

BILL: O.K., Pop, sign on the dotted line. . .

rich	prizes	joyful
happy	shouting	sick
laughter	excited	jealous
tired	singing	exhausted

Briefly, the "familiar situation" narrows the thinking to a particular subject; and the use of the senses attempts (within obvious limitations) to examine it in detail.

Enumerating Our Thoughts

Now for the teaching techniques involved. Let us assume an average fourth grade. The teacher envisions a series of lessons that will extend for thirty or forty (or more) consecutive school days. By these daily exercises in "familiar situations," she hopes to train her pupils to "think," to make use of all five senses, to gather ideas readily, and hence to prepare themselves for actual composition when it shall be required. In the long arduous road to expression, she foresees the basic factors of composition—ideas, words, phrases, sentences, paragraphs, and whole compositions. At first then she is concerned only with one—the producing of ideas (expressed of course by the single word).

The teacher, then, embarks upon the first lesson. She writes on the blackboard a "familiar situation"—for example, "Halloween." She explains briefly what she seeks—words that say something about the traditional holiday; words suggested by "what we see," "what we hear," "what we taste and smell and feel." She accepts contributions from the pupils, writes them on the board, indiscriminately as they are given—and finds after twenty minutes a list something like this:

Halloween		
skeleton	masks	children
yelling	howling	songs
crash	stamping	squealing
bang	pumpkins	party
costumes	alley cats	decorations
tramps	lights	laughing
witches	pirate	candy
ghosts	chattering	voices
whispering	shadows	apples
squealing	devils	doughnuts
owl	singing	fruit
flashlight	rattling	goblins
cider	cookies	cake

This is a typical contribution from an average fourth grade. As the words (or ideas) were offered, the teacher wrote them on the blackboard. She accepted them as they came, making (at present) no attempt to divide them into the categories suggested by the separate senses. The words were in miscellaneous order—what we see, what we feel, and so on, just as the ideas occurred to the pupils.

The lesson took about twenty minutes, first because it was a new type of work, secondly because the general procedure was not yet established. At the conclusion, the teacher was satisfied to have had the pupils "use their heads." She required nothing further of the boys and girls. She herself had done all the writing (and would herself at a convenient time copy from the board the results of the lesson in order to make a subsequent evaluation). There was, for the pupil, no spelling, no grammar, no penmanship—nothing but plain "thinking." Thus the first lesson.

Classifying Our Thoughts

On subsequent days, a similar plan was followed except that as the teacher's wish becomes apparent, the elapsed time was cut from twenty minutes to five or six. In fact, experience shows that the time element is determined not so much by the participation of the class as by the dexterity of the teacher in getting the words on the board. As in the first, these next lessons—extending perhaps for ten in number—ask but one thing of the pupil—their ideas. The teacher does all the rest.

After several weeks have elapsed, a second phase of the work is introduced—the limiting of the thinking to one particular sense. This, in so many words, concentrates attention upon the one sense and is intended of course to bestir the pupil within a fairly narrow field.

Here is an example, using only the sense of hearing:

Lunch in School

Clatter of dishes, crunching, water running, laughing, giggling, paper bags, tinkle of glasses, footsteps, bottles, silverware, shuffles, music, munching, spoons falling, swatting flies, chattering, talking, swallowing, whispering, chewing, tapping.

Here is an example, using only the sense of feeling:

The First Thanksgiving

thankful	glad	brave
free	joyful	charmed
happy	scared	sorry
pleased	peaceful	curious
grateful	ill	saved
protected	proud	prayerful
heartbroken	hungry	weary
unhappy	full	praising
lonely	appreciative	content

This phase of the work continued for another two or three weeks, the classroom procedure being the same as in the first phase. The teacher wrote the lists on the board, the pupils merely contributing the ideas. Each lesson at this point took not much more than five minutes a day.

The third and fourth phases duplicated the first and second, except that, the teacher having suggested the "familiar situation," the pupils made their own lists at their desks. The third phase accepted lists with indiscriminate use of all senses. The fourth phase narrows the ideas to those suggested by the separate senses, with separate lists.

Here is a pupil's work (fourth grade) on the third phase:

School Yard		
shouts	teacher	grass
yells	fun	dirt
cries	running	bell
fence	bases	ringing
stairs	hills	leaves
children	walls	stones
papers	big	screeches
playing	balls	laughs

(This was No. 14 in the series of lessons.)

Here is a pupil's work (fourth grade) on the fourth phase:

Apples		
Seeing	Hearing	Smelling
worms	crunching	fragrant
bugs	thump	bitter
seeds	biting	delicious
core	bouncing	
skin	Tasting	Feeling
bruise	good	soft
rotten	sweet	round
dent	sour	cold
green	rotten	hard
red	juicy	spotted
yellow	cider	wet

(This was No. 27 in the series of lessons.)

Testimony of the Senses

At this point the method and content of the whole project should be apparent. It is a definite plan to teach pupils to think by

means of the testimony of their senses as applied to "familiar situations." The growth in the power to "think" (in this meaning of the word) was prodigious. Not only were boys and girls applying themselves with great enthusiasm to the topics suggested by the teacher, but their interests also were rapidly expanding, so that in studying the "jungle" in geography, they could speak freely on ideas suggested by the several senses, and a "desert" was much more than "sand and camels." In history, the landing of the Pilgrims took on a much richer significance, since, as well as "to see" there were things "to hear," "to smell," "to taste," and "to feel." Teachers will enjoy the remark of the little girl who said, "Oh, Miss Dacey, I wish we had studied this before my mother took me Christmas shopping—I would have heard so much more."

The whole plan of "familiar situations" can be extended for as long as the individual teacher may decide. There cannot be too much of it. Indeed, it might well become a daily five-minute exercise for all grades from the fourth and up (a plan which will be followed next year at the English Center in Boston), extending throughout the entire year. In itself, the project has many valuable features, but its greatest worth lies in its being the fundamental factor of all composition.

Minute Meditations

Sister Mary Amatora, O.S.F., Ph. D.*

WITH JESUS' HOLY ANGELS

September 1. With the Child Jesus

As you think of September as the "back to school" month, renew your intention to live every day with the Child Jesus.

Practice devotion to the holy angels this month and ask your guardian angel to remind you of Jesus often during each day.

September 2. All for Jesus

St. Stephen was the first king of Hungary. He spent the night in prayer, practiced penance, and gave much to the poor.

Learn from this saint how to turn all your days and nights into merit for eternity by doing everything for Jesus.

Think of Jesus in your heart often during the day, and ask Him to make a saint of you.

September 3. Learn Christ

St. Seraphia gave away all her possessions to the poor. Later she converted her mistress.

This saint lived only to learn to love Christ more each day.

Think often today of Jesus dwelling in your heart.

September 4. A Child Saint

St. Rose of Viterbo was only three years old when her prayer raised her aunt back to

life. As a child she lived a life of prayer and later joined the Third Order of St. Francis.

St. Rose was only 18 when she died, but miracles are still happening at the tomb of her incorrupt body.

Make everything you do today an act of love by the good intention.

September 5. See God in Everyone

St. Lawrence Justinian was a holy bishop who inflamed all with love of God and neighbor.

Talk frequently to your holy angel today asking his help to make you see God in your neighbor.

Whatever you do to another, you are doing to the Child Jesus.

September 6. Love for God's House

St. Zachary prayed much in the holy temple of God. He kept the law of God.

Do you love to go often to church to pray to Jesus in the tabernacle?

Resolve to step in for a few minutes each time you pass a church.

September 7. The Will of God

St. Regina always tried to do the holy will of God.

What are your thoughts when things go wrong, or are not to your liking?

Ask your angel to help you be resigned to the will of God.

* St. Francis College, Fort Wayne 8, Ind.

September 8. Mary's Birthday

On this day, the Church celebrates the birthday of the Blessed Virgin Mary. In God's plan, Mary is ever united to Jesus.

What are you going to give Mary today as her birthday present? What do you think she would most like from you?

Make a special offering to Mary as her birthday gift.

September 9. Making Converts

St. Gorgonius, a Roman officer, with the help of St. Dorothy, converted all the servants of the palace to the true faith.

This saint knew he would be put to death for his good works, but he was not afraid.

Pray to St. Gorgonius to help you bring one more person into the true Church.

September 10. Daily Penance

St. Nicholas of Tolentino began to fast and do penance when he was seven years old. His pious parents taught him to practice virtue.

Children cannot do great things, but they can practice many little acts of penance each day.

Do you still continue to do at least one little penance each day?

September 11. Help One Another

Today's Mass honors two brothers who suffered a cruel martyrdom rather than deny Christ.

Learn from Saints Protus and Hyacinth how to help one another to lead a good life.

Encourage your brothers and sisters to practice little acts of virtue.

September 12. The Holy Name of Mary

According to the custom of the Jews, the parents of the Blessed Virgin gave her the name of *Mary* eight days after her birth.

Mary never fails to help all who call upon her. Do you think of this in time of need?

Say a short prayer to Mary often today.

September 13. Study for God

St. Eulogius always studied a great deal. Later he became Patriarch of Alexandria.

Offer all your studies for the love of Jesus and for souls.

Renew your good intention each hour of the day.

September 14. Exaltation of the Holy Cross

When the Emperor Heraclius tried to carry the True Cross back to Jerusalem, he could not do so until he took off his royal robes.

If you wish to be a follower of the Cross of Jesus you must not love earthly riches.

Give something to the poor today in honor of the Holy Cross.

September 15. The Seven Sorrows of Mary

Simon had foretold to Mary that the sword of sorrow would pierce her heart.

Many people today wound the Immaculate Heart of Mary by their sins. Do you also wound her heart by sin?

Make the five First Saturdays in honor of the Immaculate Heart of Mary, and to atone for sin.

September 16. St. Peter's Tomb

St. Cornelius, pope, had the bodies of the Apostles Peter and Paul taken from the catacombs to the shrines of their martyrdom.

Our present Holy Father has recently rediscovered the tomb of St. Peter, and said Mass at its new altar shrine.

Pray much for our Holy Father, the pope.

September 17. Live Like Christ

When St. Francis was praying on Mount Alverno our Lord appeared to him, and imprinted on his body the marks of the Five Wounds.

Francis always followed closely the life of Christ. See how Jesus rewarded him!

Do you try to live each day more like the Child Jesus?

September 18. Wisdom From God

St. Joseph Cupertino had a hard time with his studies, so he became a lay brother. Later God so rewarded his humility, that he was ordained a priest.

This holy priest was very wise and learned, but his wisdom came from God instead of books.

Ask this humble Franciscan saint to help you in your studies.

September 19. Become Christlike

Every year on this day the blood of St. Januarius, preserved in a glass, becomes liquid and fresh.

God does honor to those who shed their blood for Him. What are you doing to become more Christlike each day?

In all your actions today, take the Child Jesus with you as your companion.

September 20. Your Crucifix

One day when St. Eustace was out hunting, he saw a Crucifix between the horns of the stag.

This sign converted Eustace to Christianity. You know the value of the Crucifix, but do you pray daily to Christ Crucified?

Say the "Prayer before a Crucifix" with great devotion after each Holy Communion.

September 21. Give Up Sin

Before Matthew was called by Jesus to be an Apostle, he was a tax collector. People considered tax gatherers sinners.

Learn from St. Matthew to give up all sin for the sake of Christ. Start with the one you commit the most frequently.

Resolve not to commit even a venial sin today.

September 22. Be Poor in Spirit

St. Thomas of Villanova was a holy bishop who spent his last penny for the poor.

Learn to value heavenly riches instead of earthly things.

Ask the Child Jesus to make you truly poor in spirit.

September 23. Suffer With Christ

St. Linus succeeded St. Peter as the second pope. He also suffered martyrdom.

Those who suffer with Christ and for Christ will also one day be with Christ in heaven.

When any kind of suffering comes your way, bear it patiently for love of Christ.

September 24. Our Lady of Ransom

The Order of Our Lady of Ransom was begun at the request of the Blessed Virgin Mary to free the Christian slaves from the Saracens.

Many Christians are today in slavery behind the Iron Curtain. Are you praying for them?

Pray for the persecuted Catholics of today.

September 25. Stay Close to Mary

St. Cleophas was one of the holy women who followed Christ with the Blessed Virgin Mary.

Always remain close to Mary and you will be close to Jesus.

Think of Mary each time you start a new lesson today.

September 26. Zeal for Souls

The holy virgin Justina converted the magician, Cyprian, to Christianity, and both were martyred.

There are still many souls today who do not know about Christ. Are you willing to pray and make sacrifices for them?

Ask your angel to lead you to a great zeal for souls.

September 27. The Sick in Your Parish

Two holy doctors, Cosmas and Damian healed all kinds of diseases both with medicine and by prayer.

You can help the sick to bear their pains for Christ's sake by praying for them.

Make a visit to church today to pray for the sick in your parish.

September 28. Kindness to All

You have heard the song about "good King Wenceslas." This saint was good to everyone: the poor, the widows, the orphans, the prisoners, and all in need.

Imitate this holy king in deeds of kindness to all.

Do an extra kind deed for someone today.

September 29. Fight for the Church

St. Michael, the archangel, was the leader of the heavenly armies that fought against Lucifer and the bad angels who rebelled against God.

The great archangel still fights for the Church of God upon earth.

Say the prayer after Mass to St. Michael with great devotion.

September 30. Read the Bible

St. Jerome lived in a monastery in Bethlehem. He wrote the first Latin Bible.

Have great reverence for the Holy Bible, which is the word of God.

Accustom yourself to read a short passage from the New Testament each day.

Addition and Subtraction of Fractions¹

I. The Denominator Shows the Fractional Unit

Amy J. DeMay, Ed.D.*

We are now at the point where we must take the pupil across the bridge, as it were, and show him how to apply this idea of a fractional unit when adding and subtracting two unlike fractions, as for example $\frac{3}{4}$ and $\frac{2}{3}$. We begin with what has just been taught in regard to the fractional unit.

What is the unit of measure—the fractional unit—in $\frac{3}{4}$? In $\frac{2}{3}$? In $\frac{1}{2}$? In $\frac{3}{5}$?

Considering the fractions $\frac{3}{4}$ and $\frac{2}{3}$, do these both have the same fractional unit? Do $\frac{1}{2}$ and $\frac{3}{4}$ have the same fractional unit?

To add $\frac{3}{4}$ and $\frac{2}{3}$, what will be the sum? How did you find it? What is the fractional unit, or measuring unit, in the sum $\frac{17}{12}$?

Can you subtract $\frac{2}{3}$ from $\frac{3}{4}$? Do they have the same fractional unit? What do you subtract? What is the difference? In the result, $\frac{2}{12}$, what is the measuring unit?

John's father bought $\frac{1}{2}$ bushel of potatoes from one man and $\frac{1}{4}$ bushel from another. How much did he buy in all?

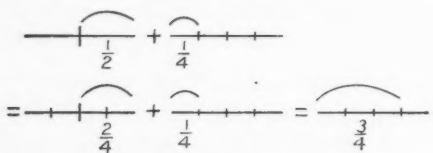
Can you add $\frac{1}{2}$ bu. and $\frac{1}{4}$ bu. as they stand? Would the answer be fourths? Would it be halves?

Can you add one apple and 1 apple? What is the sum?

Can you add one potato and one cabbage? Will you have 2 potatoes? Will you have 2 cabbages?

What is there about potatoes and cabbages that are the same? You say a potato is a vegetable. A cabbage is also a vegetable. Then one vegetable is the unit of measure. As both are vegetables, what is the sum? One vegetable and one vegetable equals 2 vegetables.

In $\frac{1}{4}$ what is the unit of measure? In $\frac{1}{2}$ what is the unit of measure? The example may be illustrated in this way:



Jane's mother picked $\frac{1}{2}$ bu. peaches from her peach tree. She decided to sell $\frac{1}{4}$ bu. How much had she left?

Do $\frac{1}{2}$ and $\frac{1}{4}$ have the same fractional unit? We learned that they have not.

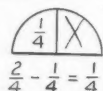
We may illustrate the example like this:



¹ Continuing the Series "Fractions in the Middle Grades."

* Clifton Springs, N. Y.

Take away one of the fourths, by crossing it off, and we have,



What term of the fraction shows the size of the measuring unit?

What term of fractions must be the same before we can add or subtract them?

To be added or subtracted, then, fractions must have the same measuring unit, the same denominator. If the denominators are not the same, we must make them alike before we can add or subtract. We must change one or the other of them to a denominator that will have the same measuring unit, and therefore the same denominator. We call this the common denominator.

Instead of drawing diagrams, where we have two fractions, such as halves and fourths, halves and eighths, fourths and eighths, we can tell the common unit of measure and find the common denominator by looking at them. We call this finding the common denominator by inspection. We see that where there are eighths and fourths, as for example, $\frac{1}{4}$ and $\frac{1}{8}$, that the 4 is the unit of measure, the denominator of $\frac{1}{4}$, will be divided equally into the 8, the denominator of $\frac{1}{8}$, and that therefore 8 is twice 4. We learned in a previous lesson that when we multiply the denominator of a fraction by any number we can produce a fraction of the same value by multiplying the numerator by that same number; that is that $\frac{1}{4} \times \frac{2}{2} = \frac{2}{8}$.

Change each of these sets of two fractions to the same denominator by inspection, and then add them:

$$\frac{3}{4} + \frac{1}{8} = \frac{6}{8} + \frac{1}{8} = \frac{7}{8}$$

$$\frac{7}{8} + \frac{1}{2} = \frac{7}{8} + \frac{4}{8} = \frac{11}{8}$$

$$\frac{5}{8} + \frac{3}{4} = \frac{5}{8} + \frac{6}{8} = \frac{11}{8}$$

If you cannot be sure you are right, draw a diagram to illustrate what each means.

In each of these examples what is the unit of measure? What is the common denominator? Make a problem for each example.

In each of these examples, make a problem where the second fraction is subtracted from the first, as $\frac{3}{4} - \frac{1}{8}$, and solve it.

We can think of a quick way to reckon: Take for example when you have $\frac{5}{12} + \frac{1}{4}$, or $\frac{5}{12} - \frac{1}{4}$. What is the common unit of measure for twelfths and fourths. Yes $\frac{1}{12}$. Then 12 will be the common denominator, and therefore $\frac{5}{12}$ will be unchanged. Then take the denominator of $\frac{1}{4}$. This 4 divided into 12, the common denominator, is 3. Multiply the numerator of $\frac{1}{4}$ by 3 and set that as numerator over the common denominator, 12, and the

fractions to be added become $\frac{5}{12}$ and $\frac{3}{12}$, sum $\frac{8}{12}$, which of course should be reduced to lower terms, would be what fraction?

Or, if these fractions are to be subtracted, the result would be $\frac{2}{12}$, which reduced would amount to what fraction?

For practice in applying these principles, these examples, and others of like nature can be used.

$$\begin{array}{r} \frac{1}{3} + \frac{5}{12} \\ \frac{1}{2} + \frac{7}{16} \\ \frac{1}{2} + \frac{3}{8} \\ \frac{1}{2} + \frac{1}{6} \\ \frac{5}{12} + \frac{1}{4} \\ \frac{1}{4} + \frac{2}{3} \\ \frac{1}{4} + \frac{5}{16} \\ \frac{3}{4} + \frac{1}{6} \end{array} \quad \begin{array}{r} \frac{1}{2} - \frac{1}{8} \\ \frac{3}{5} - \frac{1}{10} \\ \frac{3}{4} - \frac{1}{8} \\ \frac{3}{4} - \frac{1}{6} \\ \frac{1}{3} - \frac{1}{6} \\ \frac{1}{3} - \frac{3}{16} \\ \frac{3}{4} - \frac{3}{16} \\ \frac{4}{5} - \frac{3}{10} \\ \frac{2}{3} - \frac{2}{9} \end{array}$$

These represent a few of the various types which can be solved easily by finding the common unit of measure by inspection, that is, by noting when the larger denominator provides the measuring unit for both fractions, and then dividing this larger denominator by the smaller denominator of the other fraction and multiplying the numerator of that fraction by this quotient. Pupils may work them mentally as set and place the answers after them all solved, or using only as much figuring as needed to help keep all the numbers in mind. But if at first they must set down their work, each example should be set vertically, and the fractions in a common denominator set after them, as,

$$\begin{array}{r|l} \text{Add} & \text{Subtract} \\ \hline \frac{7}{8} & \frac{14}{16} \\ \frac{5}{16} & \frac{5}{16} \\ \hline & \frac{19}{16} \end{array} \quad \begin{array}{r|l} \frac{4}{5} & \frac{8}{10} \\ \frac{3}{10} & \frac{3}{10} \\ \hline & \frac{1}{10} \end{array}$$

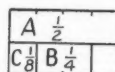
Or, when more experienced, pupils may write down only the fraction that has to be changed,

$$\begin{array}{r|l} \frac{7}{8} & \frac{14}{16} \\ \frac{5}{16} & \\ \hline & \frac{19}{16} \end{array}$$

and look to other column for the $\frac{5}{16}$.

More than two fractions to be added may be treated in the same way. Take the problem: Mary, Jane, Ellen, and Mabel wanted to make dresses for their dolls. They had to buy cloth and decided to make the dresses all alike. They measured their dolls. Jane's doll needed $\frac{3}{4}$ yd., Mary's $\frac{5}{8}$ yd., Mabel's $\frac{1}{2}$ yd., and Ellen's $\frac{1}{4}$ yd. How much cloth must be bought?

To picture this we might make a diagram like this:



What part of the diagram shows the common measure for all the fractions? How often does A contain it? How often does B contain it?

If C is $\frac{1}{8}$, B is how many eighths, $\frac{1}{8}$?

A equals how many eighths, $\frac{1}{8}$?

Set the example of the problem in vertical form like this, with the fractions in the same measuring unit opposite: Remember that if B is $\frac{1}{4}$, and equals $\frac{2}{8}$, that $\frac{3}{4}$ equals 3 times as much.

$$\begin{array}{r|l} \frac{3}{4} & \frac{6}{8} \\ \frac{1}{2} & \frac{4}{8} \\ \hline \frac{2}{4} & \frac{2}{8} = 2\frac{6}{8} = 2\frac{3}{4} \end{array}$$

Looking at these four fractions set under each other vertically, we find the denominators are 4, 8, 2. By inspection then we know at once that the smallest measuring fraction is $\frac{1}{8}$. Why should we use the smallest measuring fraction? In a series of fractions, the smallest measuring fraction is always which denominator?

Suppose then we test to see if 8 will be the common denominator for all the fractions. As two of them already have 8 as a denominator we have the denominators 2 and 4. Will 8 be equally divided by 2? By 4? Then 8 is the common denominator even as $\frac{1}{8}$ is the common unit of measure.

Then $\frac{1}{2}$ is how many eighths? How find out? Yes, $8 \div 2 = 4$ and $\frac{1}{2}$ is equal to $\frac{4}{8}$.

And $\frac{3}{4}$ is how many eighths? If $\frac{1}{4}$ is equal to $\frac{2}{8}$, to how many eighths is $\frac{3}{4}$ equal?

Now that you have the fractions to a common denominator, how do you find their sum? What kind of fraction is $\frac{22}{8}$? To what should you change it? What then do you do with $\frac{22}{8}$? What is the final answer?

In adding more than two fractions, the pupil should be taught to watch for occasions where the same denominator is repeated. When this is true only the other denominators may be considered when finding the common unit of measure. For example, in adding $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{2}$, the common measure is the same as if there were but the two fractions $\frac{1}{3}$ and $\frac{1}{6}$, but before adding, the third fraction of course has to be considered.

For examples of this sort take these for first practice:

$$\begin{array}{l} 1. \quad \frac{1}{2} \\ \quad \frac{1}{8} \\ \hline \quad \frac{1}{2} \end{array} \quad \begin{array}{l} 2. \quad \frac{1}{4} \\ \quad \frac{1}{8} \\ \hline \quad \frac{3}{8} \end{array}$$

In others all three denominators have to be considered, but the largest being the one that shows the common measure, the other two are individually converted to that, as in these:

$$\begin{array}{l} 1. \quad \frac{1}{3} \\ \quad \frac{5}{12} \\ \quad \frac{3}{4} \\ \hline \end{array} \quad \begin{array}{l} 3. \quad \frac{1}{2} \\ \quad \frac{3}{4} \\ \quad \frac{7}{16} \\ \hline \end{array}$$

$$2. \quad \frac{7}{8} \\ \quad \frac{1}{6} \\ \hline \quad \frac{17}{24}$$

$$4. \quad \frac{3}{4} \\ \quad \frac{1}{8} \\ \hline \quad \frac{7}{8}$$

In the following examples, where there are four fractions as addends, note that in finding the common denominator but two of the denominators have to be considered, though in changing them after the common measure is found all the fractions have to be changed except one, as the numerators are all different. If pupils have learned meanings, all these slight differences will not cause any difficulty. If they have not learned meanings, too many rules are necessary because there are, after all, a great variety of combinations of fractional addends.

In Set A only two denominators have to be inspected. In Set B three different denominators have to be considered. In Set C all are different.

$$A. \quad 1. \quad \frac{7}{8} \\ \quad \frac{1}{4} \\ \quad \frac{1}{8} \\ \quad \frac{3}{4} \\ \hline \quad \frac{11}{8}$$

$$2. \quad \frac{1}{2} \\ \quad \frac{1}{12} \\ \quad \frac{1}{2} \\ \quad \frac{1}{12} \\ \hline \quad \frac{11}{12}$$

$$B. \quad 1. \quad \frac{3}{8} \\ \quad \frac{3}{4} \\ \quad \frac{1}{2} \\ \quad \frac{1}{4} \\ \hline \quad \frac{11}{8}$$

$$2. \quad \frac{1}{2} \\ \quad \frac{1}{6} \\ \quad \frac{3}{4} \\ \quad \frac{1}{4} \\ \hline \quad \frac{11}{12}$$

$$C. \quad 1. \quad \frac{1}{2} \\ \quad \frac{1}{6} \\ \quad \frac{3}{4} \\ \quad \frac{7}{8} \\ \hline \quad \frac{11}{12}$$

$$2. \quad \frac{3}{4} \\ \quad \frac{5}{6} \\ \quad \frac{1}{2} \\ \quad \frac{1}{12} \\ \hline \quad \frac{11}{12}$$

Unless the teacher sees to it that the pupil has experience with all the different possibilities, now and then certain pupils will not be able to *carry over* from what has been learned to a slightly different condition. Whenever any pupil has difficulty, he should be helped to make a diagram, like or similar to those given above, to fit the conditions of the parts to be added.

After pupils have experiences with all these types, their attention should be called to the fact that in many cases they can make the necessary changes mentally without writing down any figures except the answer. Take $\frac{3}{4} + \frac{1}{2}$, whether set vertically or horizontally. Knowing meanings, the pupil should at once respond without going into the details of changing, $\frac{3}{4} + \frac{2}{4}$ are $\frac{5}{4}$, and write in the answer $1\frac{1}{4}$, whether this sum is to be used for further reckoning in a problem or whether it is the final answer with nothing more to be done.

The author in a clinic found children in merely adding $\frac{1}{2} + \frac{1}{4}$, going through the following procedure:

$$\begin{array}{r} \frac{1}{2} = \frac{1}{2} \\ \frac{1}{4} = \frac{1}{4} \\ \hline 2\frac{2}{4} = 1\frac{1}{2} \end{array}$$

Saying, "The common denominator is 4, four divided into 4 once, 1 times 1 is 1, write it above the line, equals $\frac{1}{2}$," which she set down for the upper fraction. Then likewise, "4 divided into 4 once, 1 times 1 equals 1, write it above the line, equals $\frac{1}{4}$. Add the numerators, 1 and 1 are 2. Set that over the line, and put 4 the common denominator under the line, making $\frac{2}{4}$. Reduce down by 2. Two goes into 2 1 time, set it as the numerator. Two goes into 4 2 times, set that as the denominator. The answer is $\frac{1}{2}$." When asked why she did it that way she answered that "the teacher made them put down every bit of their work." It seems to this person that such teaching is vicious practice. Even allowing a child, after he knows, to put down the figures for reducing $\frac{2}{4}$ to $\frac{1}{2}$, why, why, why, in the name of even teaching by mechanical rule, is the result any easier to add after one has gone through finding a common denominator when actually no change has been made? Is it any easier to add the column of fourths at the right than at the left? The little girl interviewed was bright; she was conscientious. She tried to do exactly as the teacher told her. She knew the mechanical process; yet she was always getting low marks, mainly because she could do only a few of the examples assigned before the time was called for her to hand in her paper. Even at the beginning when teaching meanings, such detail for finding the common denominator (where none is needed) should not be taught. And even when adding $\frac{1}{2}$ to $\frac{1}{4}$, or $\frac{1}{3}$ to $\frac{1}{6}$, there is no necessity of "saying" all this for the $\frac{1}{4}$ or the $\frac{1}{6}$. If to keep the "setting down" uniform, one prefers to have the second column complete, as in $\frac{1}{2} + \frac{1}{4}$, the most that should be allowed is to rewrite the $\frac{1}{4}$ in the column, as

$$\begin{array}{r|l} \frac{1}{2} & \frac{2}{4} \\ \hline \frac{1}{4} & \frac{1}{4} \end{array}$$

but by the time the pupils reach this stage, they should work it first, as has been set forth, mentally, and then set down the figures merely to show what has happened, and as a way to do when the figures are larger and cannot so easily be carried in the mind. Also a child mentally slow who may not have grasped it all should be asked by the teacher to go through each step in the process of changing, for example, $\frac{1}{2}$ to $\frac{2}{4}$ so that the teacher will find out where his wrong thinking occurs; but even he should know that if he is changing to fourths, the $\frac{1}{4}$ being already fourths needs nothing done to it. And whenever any pupil has difficulties, there should be attention to meanings, first, last, and all the time, until every bit of thinking becomes an automatic reaction.

The task of effecting education in this area of international misunderstanding appears forbidding indeed. The burden of accomplishing such education will be mostly ours to bear. The exasperating aggravations to be encountered as we pursue our purposes of international good will can become all but unendurable.—Francis C. Matthews, Secy. of the Navy.

Aids for the Primary Teacher

A Unit in Social Studies

God Made Everything

Sister M. Agneda, O.S.F.*

Vitalizing the Encyclicals

From the earliest days of the Church down to our own day, by means of letters or encyclicals, the popes have tried to awaken in mankind the need for Christ and His teachings. In more recent times, beginning with Pope Leo XIII, the popes have emphatically deplored the godless situation of the world. Many people, it would seem, have passed these encyclicals by as being inconsequential. They are read by the very few because they are thought to be "above" the ordinary person. Upon proper investigation, the contrary proves to be true. The encyclicals are written in a clear, concise, simple manner so that the person of average high school ability will find them not only informational and educational but also a means to greater personal sanctification.

For the correct formation of character, it is imperative that from the very first years in school the child should be acquainted with the Christian social principles as laid down by the popes. To some, this may seem an impossible task. However, the following unit shows that the teachings of the encyclicals can be adapted to the primary grades as well as to the more advanced grades. The content is based on the Five Great Encyclicals—"The Condition of Labor," "Christian Education of Youth," "Christian Marriage," "Reconstructing the Social Order," and "Atheistic Communism."

Through the study of Creation, this unit will bring home to the child the basic principles stressed in the encyclicals mentioned above. If the foundation of these vital principles is taught in a practical way in the primary grades, and if it is built upon throughout the remainder of the child's formal education, the result will be a truly developed Christian whose philosophy will not bend under the strong winds of modern corrupt philosophies which he must buffet daily.

This unit may be adapted to any grade on the primary level. The poems, songs, activities, and references included represent but a partial list of those the teacher may use for the development of the unit.

Aims of the Unit

1. As a basic counteraction to the materialism of today which is making science its god, to teach children to know God and to develop a love and a reverence for Him

*Mt. St. Francis, Dubuque, Iowa.

through observing the wonders of creation.

2. To enkindle a desire to use God's wonderful gifts as He intends—for the good and the enjoyment of mankind.

3. To develop an appreciation of the origin, the dignity, and the destiny of man when compared with other creatures.

4. To develop a correct Christian attitude toward others, whatever their race, creed, position, talent, or wealth.

Development

I. Light

A. God said: "Let there be light." And there was light.

B. God made the light so that we can enjoy our play.

C. God made the light so that we can work for Him.

II. Sky

A. The sky is the beautiful blue "roof" God made for the world.

B. God made the fair skies with the fluffy, white clouds.

C. God made the stormy skies with dark, rainy clouds.

Attribute of God to be Stressed: The beauty of God is shown in the beauty of the firmament.

Poem: "The Friendly Dark," B. Hanna.

Activity: Keep a weather calendar—paste an orange circle for a sunny day; an umbrella for a rainy day.

III. Air

A. Air is necessary for plants, animals, man: (1) makes plans grow, (2) helps us breathe, (3) helps animals breathe, (4) makes fires burn.

B. Moving air is called wind: (1) brings the rain, (2) cools the summer air, (3) dries the land and the clothes, (4) turns windmills, (5) flies the kites, (6) rocks the little birds in their nests, (7) is harmful in storms.

Attribute to be Stressed: The goodness of God in making air and wind for our use and for our enjoyment.

Poems: "A Riddle"; "The Night Wind," Eugene Field; "I'm Glad," unknown; "Happiness," Jeanne DeLamar; "Who Has Seen the Wind?" Christina Rossetti.

Songs: "Following the Winds," Music Hour, I, p. 42; "We and the Wind," Music Hour, II, p. 37.

Activities: Make pinwheels and kites. Plant beans in a glass jar. Cover tightly so as to

admit no air. Plant beans in another jar but leave uncovered. Observe from day to day the necessity of light and air for plant growth.

IV. Water

A. Water is necessary for the life of plants, animals, and man.

B. God gave us water for cleansing purposes.

C. God gave us water for drinking.

D. God gave us water for our enjoyment—swimming, wading, boating, etc.

Attribute to be Stressed: Omnipresence—God is everywhere. We can hear His voice in the running brook and in the patter of the rain.

Poems: "Rain," Robert L. Stevenson; "Little Raindrops," Ann Hawkshaw; "Water Noises," Elizabeth Roberts; "Raindrops," Ellen Walsh.

V. Land

A. God said: "Let the dry land appear," etc. The land is the earth.

B. The land produces food for plants. These become food for animals and man.

C. Land is the source of coal for fuel.

D. Land is the source of metals—gold, iron, diamonds, etc.

Attribute to be Stressed: Goodness of God to make so wonderful a world for us.

Activity: Plant beans in a jar and water them as needed. Plant beans in another jar but do not water these. In a third jar place cotton or cloth instead of soil. Into this plant the beans and water them. Observe from day to day the necessity of food and water from the soil to make plants grow.

Part Two

I. Sun

A. The sun is the large light which God uses to light the world and to keep it warm—night and day.

B. The sun is necessary to make plants and trees grow (*example:* photosynthesis).

C. The sun is necessary for the life of animals—if the sun would not make the plants grow, the animals would have no food.

D. The sun works for God in little children and in people. It makes them healthy.

E. The sun draws water from the ocean, rivers, and lakes to make clouds.

F. God makes the sun shine during the day that we can work and play.

Attribute to be Stressed: Order—God's creatures do what He wishes them to do. He placed the sun in its position. Since then it shines by day, and the night follows.

Poems: "A Little Song of Life," L. W. Reese; "Summer Sun," R. L. Stevenson.

Activity: Place a young plant in a dark place; place another plant in the sun. Observe to see the necessity of the sun for growth.

II. Moon and Stars

A. The moon and stars shine with beautiful, soft light.

B. The moon gets its light from the sun.
C. The stars look so small because they are so very far away.

D. The moon works for God—it pulls the ocean tide into the harbor so the little fishing boats come to shore.

E. The moon and the stars move along a certain pathway as God wished them to do. They never stop or bump into each other.

F. God has also set us on a certain spiritual pathway. We must follow this path if we want to live in peace and happiness. When we turn aside from His path, we disturb God's plan and make trouble and suffering for ourselves and for others.

G. God wants us to rest and sleep during the night.

Attribute to be Stressed: Order—God has set the moon and the stars on a certain pathway. They have followed this ever since God set them there.

Poems: "The Star's Song," Rev. A. J. Ryan; "What Do the Stars Do?" C. Rossetti; "Stars," Sara Teasdale; "Lady Moon," L. Houghton; "The Moon Is the Shepherd," E. Hamilton.

Songs: "Moon Go Round," *Music Hour, II*, p. 72; "Marching Star," *Music Hour I*, p. 54; "Evening Prayer," *Music Hour I*, p. 80.

Part Three

Plants Are God's Creatures

I. Kinds of Plants

A. Grass; B. Flowers; C. Trees.

II. Characteristics and Uses

A. Grass:

1. Grass is the world's wonderful green carpet.

2. God made grass as food for animals.

3. Birds use the seed of grass for food.

B. Flowers:

1. We see God's beauty in the lovely flowers.

2. Flowers make God's world more beautiful for us.

3. Flowers give a lovely perfume.

4. The bee gets honey from the flowers.

5. God made the wild flowers that grow in the woods and in the hills.

6. God made the many colored flowers that grow in the garden.

C. Trees:

1. Only God could make such a wonder of diversity and likeness.

2. The leaves of the various trees are different—oak, maple, elm, etc.

3. God made many different kinds of trees. They mirror the beauty of God.

4. God made some trees to be the home for birds and animals.

5. Trees are used for houses, furniture, toys, tools, shade, etc.

6. We can help God keep trees in His wonderful world by planting new trees and by protecting all trees.

III. Seeds of Plants

A. God made plants so they would grow seeds.

B. God puts into each seed a tiny bit of

life that grows into a new plant of the same kind:

C. Seeds are scattered and start a new plant by water, animals, man—sticktight, dandelion, milkweed, etc.

IV. Superiority of Plants Over Inanimate Creation

A. Inanimate creation, though wonderful, is not alive—does not grow (stones).

B. Inanimate creation does not need food or drink.

Attribute to be Stressed: Beauty of God is shown in the delicate shapes and lovely colors of the grasses and flowers. Providence and power of God are shown in making trees to supply our needs and for our enjoyment.

Poems: "Children Thank God," E. H. Garret; "Discontent," S. Jewett; "ABC's in 'Green,'" L. Speyer; "Poplars"; "Our Lady of the Woods," Alice P. Clark; "The Dandelion," E. J. Goodfellow; "How Do the Flowers Grow?" G. Setoun; "What Do We Plant?"; "Isn't It So?"; "The Violet."

Songs: "God's Creatures," *Music Hour I*, p. 84; "The Apple Tree," *Music Hour II*, p. 36.

Activities: Make a flower booklet. Draw different kinds of flowers. Trees. Classify foods grown on trees; vegetables grown above and below the ground. Label each of the above with: "God made these for us to eat." Collect pictures showing the beauty of God's plant creation.

Part Four

Animals Are God's Creatures

I. Types of Animals

A. *Animals of the air:*

1. Insects and butterflies for us to enjoy their beauty.

2. Birds of many kinds and sizes and colors. Birds use insects for their food. God teaches the birds how to build their nests. God places their food where they can find it. God teaches them how to take care of their baby birds. God made some birds for their beautiful feathers—peacock.

B. *Animals in the Water:*

1. Some animals live both in the water and on the land—frog, beaver.

2. God made fishes of many kinds—colors—sizes: to be used as food for animals and man. To be used for man's pleasure—fishing, pets.

C. *Animals on Land:*

1. God made the wild animals of the forest—lions, tigers, etc.

2. God made the tame animals—dogs, cats, etc.

II. Protective Powers of Animals

A. Coloring camouflages some animals.

B. Some animals protect themselves by fighting other animals.

C. Some animals hide their young or lead others from them—mother cat, lark.

III. Purpose of Animals

A. God made some animals to work for us—horse.

B. Some animals give protection—watch-dog.

C. Some animals eat insects and other harmful things.

D. God made some animals to give us clothing—sheep (wool); cow (leather).

E. God made some animals to give us food—milk, meat.

F. Some animals provide pleasure for us—pets.

G. All animals please God by living the way He wants them to live. They use His wonderful gifts as He wants them to use them.

Attribute to be Stressed: Providence of God in providing for our needs through the animal world.

Poems: Psalm 146 or 148; Dan. 3:52-90; "All Things Bright and Beautiful," C. Alexander; "Father, We Thank Thee"; "A Child's Grace"; "The Bird's Prayer"; "Bunny Eyes"; "My Canary Bird"; "Who Stole the Bird's Nest?"; "Goldfish"; "Little White Butterfly."

Activities: Collect and classify animal pictures. Caption: "God Made These." Make riddle booklet about animals. Make animals of clay. Draw pictures of animals and caption them. Read various parts of the life of St. Francis which portray his love of God's animal creatures.

Part Five

Man Is God's Creature

I. Superiority of Man

A. Man has a life of the body the same as plants and animals have.

B. Man also has a soul which will never die.

C. Man can move and feel as animals do.

D. But man has a mind with which he can think of God and of His wonderful world; animals have no mind.

E. Though man lives on earth as plants and animals do, he is a higher being; God made the plants and animals for man's use.

F. Since God made man greater than plants and animals we must show that we love God by doing the things that He wants us to do.

II. Dignity of Man

A. Man's soul is made to the image and likeness of God.

B. Since the day of his baptism, every man's soul shines with a holy brightness because he is made a child of God—member of God's family.

C. Man has been given a free will; he can do good for the love of God.

III. Destiny of Man

A. God made man not for this world, but to be happy with Him forever in heaven.

B. By doing good, man earns a reward from God.

C. By doing God's will, man is happy already in this world.

D. After man has lived here some time, God will take him to heaven where he will be perfectly happy forever with God.

IV. Brotherhood of Man

A. God is our Father—we all are brothers and sisters in Christ.

B. Christ is our Model—we must treat others as Christ did.

C. Our brotherhood must include all—1. rich and poor, 2. every color, 3. every country of birth, 4. talented and non-talented, 5. Catholic and non-Catholic.

D. Our Duties Toward All Include:

1. Love: kindness—thought, word, action; helpfulness; sympathy; forgiveness; respect of person and property; unselfishness; peacefulness.

2. Justice (respect for the rights of others): we must treat others as we want them to treat us; be fair in our work—do our share; be fair in our play—take our turn, include all; be slow to blame but quick to praise.

Attribute to be Stressed: Holiness—God made me because He loved me and wanted me. I must be very good so that I will get to the place in heaven which God has prepared for me.

Poems: "Adam and Eve"; "God"; "Thanks-giving"; "My Own Doll"; "Creation"; "The Hairs of My Head"; "The Baby"; "The Wonderful World"; "Against Quarreling"; "Can You?"; "The Heavenly Father"; "Thank You, God."

Songs: "Morning Prayer," *Music Hour II*,

p. 94; "Father We Bring Thee Our Praises," *Music Hour II*, p. 49.

Activities: Tell the story of "Adam and Eve." Discuss points in the life of St. Francis which show his love of God and neighbor. Tell the story of the talents to stress the point that not all have equal talents but that each must strive to use the talents given by God. Each person is what God made him and therefore we must never make fun of anyone who is different from us. We must not disappoint God who wants us to do the best we can with what He has given us. Draw a picture showing how I can show my love for my neighbor at work; at play; at any other time.

Suggested References

- Barrows, Marjorie, *One Hundred Best Poems for Boys and Girls*, Whitman Publishing Co.
 Beauchamp and others, *Science Stories, Books 1, 2, 3*, Scott, Foresman Company.
 Cavanaugh, Rev. Francis, *All Around Us*, Scott, Foresman Company.
 ———, *Look and Learn*, Scott, Foresman Company.
 ———, *How Do We Know?*, Scott, Foresman Company.
 Craig and others, *Our World of Science*, Ginn Company.
 Dixon, Rachel T., *Prayers for Children*, Simon and Shuster.
 Field, Rachel, *Prayer for a Child*, Macmillan.
 Kelly, Rev. Wm. and others, *Poems for the Grades*, Sadlier Company.
 Kindergarten Committee, *The Catholic Kindergarten*, Sadlier.
 Lord, Rev. Daniel, *In the Beginning*, Hirtten Co.
 Moran, Berdice, *Verses for Tiny Tots*, Bruce.
Music Hour, Books 1, 2, Silver, Burdett Co.

ACTION POEMS
Yvonne Altmann*

You

Isn't she sweet
 Walking down the street?
 Her eyes are blue
 And she looks like you.
 (Point to friend with blue eyes.)

Airplane

Take an airplane to the sky.
 Travel high, high, high,
 Where the birds like to fly.
 Wink at Mr. Sun as you pass by.
 (Be an airplane.)

*Kindergarten Director, Oshkosh, Wis.

Religious Poems for Children, Bruce.
 School Sister of Notre Dame, *The Our Father for Little Ones*, Catechetical Guild.
 Seegmiller, W. A., *A New Garden of Verses for Children*, Rand, McNally Co.
 Sister M. Bartholomew, *The Book of the Holy Child*, Bruce.
 Sister Marguerite, *Their Hearts Are His Garden*, St. Anthony Guild Press.
 Stevenson, Robert Louis, *A Child's Garden of Verses*, Whitman Co.
 Thayer, Mary Dixon, *The Child On His Knees*, Macmillan Co.
 Thompson, Blanche J., *Silver Pennies*, Macmillan.
 Treacy, Rev. Gerald, *The Five Great Encyclicals*, Paulist Press.

Practical Aids Continued
 on Page 56A

Fay's Favorites

Yvonne Altmann*

Air

One of my favorites is air, especially fresh air. Do you know why it is one of my favorites? Read to find out.

We could not live if there were not air filled with oxygen. When a pilot flies real high in the sky, he has to wear an oxygen mask. That is the only way he can breathe. The higher you climb the thinner the air. Old people like Grandma feel better if they stay on the ground.

I like to run and play in the fresh air. Fresh air keeps me well. I sometimes breathe deeply so the oxygen goes way down in my lungs. I exhale carbon dioxide. I need oxygen to breathe. I sleep with my windows open so I can breathe fresh air.

Flowers need fresh air. They would die if they were in a room that was closed and the air was stale.

Animals and birds need fresh air. Everything that grows needs air.

Even the ground needs air. Worms crawling out of the ground leave a hole in the ground. This is called an air hole. A robin helps the garden grow by pulling worms out of the ground.

Air is so interesting. You never know just how it is going to smell. I like the smell on a foggy day. I like the feeling of the fog on my face. A rainy day makes everything smell so fresh. A clear cold day makes one feel full of vim and vigor. A windy day brings air filled with surprises of the whirling leaves or dancing grains of sand. I would rather not smell the air on that kind of day. I do not like the feeling of air on a hot muggy day. It almost hurts me to breathe.

*Kindergarten Director, Oshkosh, Wis.



Air is such a little word but there is so much of it. As far as we can ride and as high as we can gaze in the sky there is air. Is it not funny we really cannot see air?

The Fabric of the School



Transfiguration Parish School, Tarrytown, N. Y., a beautiful and economical building designed by Architect Robert A. Green, of Tarrytown. Photo by James Vincent, New York N. Y.

A First Class School Economically Designed

Transfiguration School, blessed by Cardinal Spellman for the Transfiguration Parish of the Carmelite Fathers in Tarrytown, N. Y., last fall, is a beautiful modern, elementary school erected at a cost of 71 cents per cubic foot—a saving of

about 33 per cent of the usual cost for a comparable building.

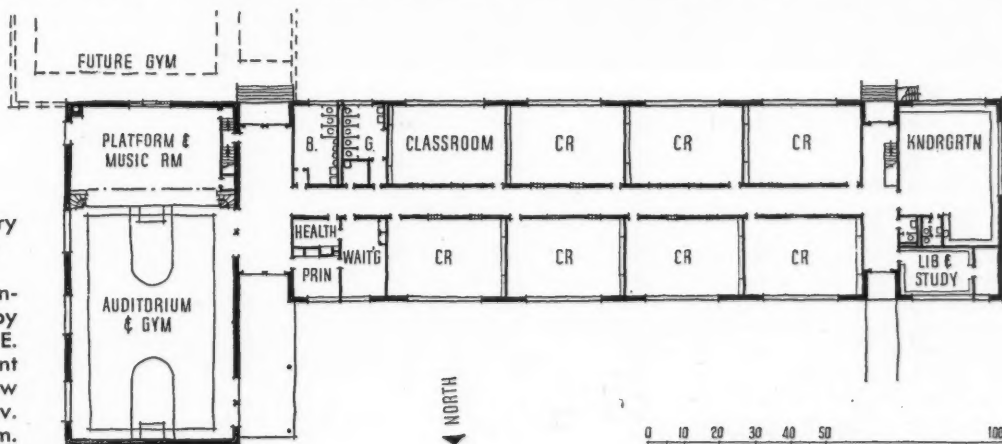
Rev. John A. Wholley, O.Carm., pastor of the parish, took his problem to Eugene E. Hult, building consultant for the Archdiocese of New York, and Robert A. Green,

architect, of Tarrytown, who had already worked out certain ideas for economical but efficient and attractive construction.

The plans called for the elimination of expensive architectural embellishment. The building has no plastering and it has a

Floor Plan of the One-Story Transfiguration School.

Beauty, utility, and economy were combined by Architect Green, Eugene E. Hult, building consultant for the Archdiocese of New York, and the pastor, Rev. John A. Wholley, O.Carm.





To the left is a view of the rear outer corner of a classroom at Transfiguration School. Note the folding doors of the wardrobe with teacher's cabinets on either side. The upper part of the wall is finished in plywood. To the right is shown the front inner corner of a classroom. Note the corkboard front wall, the concrete block corridor wall with glass-block window, and the acoustical ceiling. Photo by James Vincent, New York, N. Y.



The Kindergarten of Transfiguration School has windows on the south and west. Colored draperies are used for window shades.

minimum of millwork. There is one standard type of door for all interior openings and one type of window.

The weight of the building is sustained by walls of concrete blocks, the floors being supported by precast concrete joists bearing on the outer block walls and on 14-in. I beams at the center of the classroom and corridor bearing walls. The outer walls are covered with a veneer of native stone closely matching that of the surrounding buildings. On the inside, the blocks form the classroom walls. They are

unplastered and unpainted. The wood trim in the classrooms is of oak.

The auditorium, which for the present also serves as gymnasium, is 48 by 72 ft. with a seating capacity of 500. Space under the stage is used for storing seats. Here also is a basement space for the boiler room and locker rooms with showers. The auditorium ceiling is finished in acoustical tile. There is an oak wainscot; above that the cement-block walls are unfinished.

Glass block for borrowed light is fitted

into the cement block in the corridors. Toilet rooms have tile wainscot. No attempt was made to obtain *complete* daylighting of classrooms because the simple construction plans did not provide for the complicated framing for clerestory lighting and oversize windows. Incandescent lights in concentric ring fixtures supply artificial lighting where and when necessary.

What is admittedly an experiment in the geographical region of this school is the radiant heating from piping set into the floors. There is roof ventilation and thermostatic temperature control.

The building is located on a tract of more than three acres with a frontage of 300 feet. It has eight classrooms, a kindergarten, library, auditorium, kitchen, and cafeteria. The boiler room and locker rooms are in a basement under the auditorium and the kitchen and cafeteria are under the kindergarten room. The stage of the auditorium serves as a music room. A health clinic and principal's office complete the present setup. A gymnasium is planned as a future wing.

This building for 300 pupils was erected at a cost of \$252,800 or 71 cents per cubic foot. The equipment is valued at \$30,000.

Robert A. Green, of Tarrytown, is the architect. Rev. John A. Wholley, O.Carm., is pastor of Transfiguration Parish. The Sisters of Mercy, who also conduct Our Lady of Victory Academy in the same city, are in charge of the school.

BUILDING NEWS

St. Mary's College Remodeling

A \$75,000 dormitory remodeling project at St. Mary's College, Moraga, Calif., has made available 50 private rooms and chapel accommodating 70 people in a building used to house navy pre-flight cadets in the last war. The building is now used as a scholasticate to house 59 scholastics or student brothers.



Sketch of the Student Activities Building, a unit of the \$20,000,000 expansion program of the University of Detroit. Plans for this building were drawn by Harley, Ellington, & Day, Architects and Engineers.

U. of Detroit Campaign Begins

The University of Detroit has begun a \$20,000,000 campaign. Preparing for the seventy-fifth anniversary of its founding, to be celebrated in 1952, the university is making its first public appeal for funds to provide \$10,000,000 for new buildings and a like sum for endowment, scholarships, and loan funds. Five buildings are needed as soon as possible. They are a field house, a student activities center, an administration building, a university chapel, and one or more residence halls.

Albany Makes Seminary Plans

The Diocese of Albany, N. Y., is planning the erection of a preparatory seminary for aspirants to the priesthood of the diocese. Construction of a main dormitory and house of studies and a separate faculty house will begin soon. The estimated cost of the project is \$1,500,000.

San Diego Plans 6 New Schools

Six new parochial schools will be added to the educational institutions of the San Diego, Calif., diocese in the near future. Some of the schools are in various stages of construction, and sites have been acquired and plans and specifications prepared for others. Sisters to staff them have already been engaged.

Rochester Building Men's College

The main building of St. John Fisher's College is under construction at Rochester, N. Y. Rev. John F. Murphy, C.S.B., president of the college which will be taught by the Basilian Fathers, plans to admit students in September of 1951.

Manhattanville to Be Sold to C.C.N.Y.

The Board of Estimates of the city of New York has voted to acquire Manhattanville College of the Sacred Heart. It is planned to use the

space now occupied by the Catholic school to provide expansion room for the adjoining College of the City of New York. Manhattanville College will transfer to a 250-acre piece of land at Purchase, N. Y.

Columban Novitiate Enlarged

The Novitiate House of the Columban Sisters in Hyde Park will be enlarged by an extension in the near future.

Trappists Buy Virginia Farm

The Trappist Abbey of Our Lady of the Valley, Valley Falls, R. I., has purchased a 300 acre farm in Clarke County, Va. The large number of monks at the Valley Falls Abbey has made the purchase necessary.

A FINE SCHOOL AND PARISH BUILDING

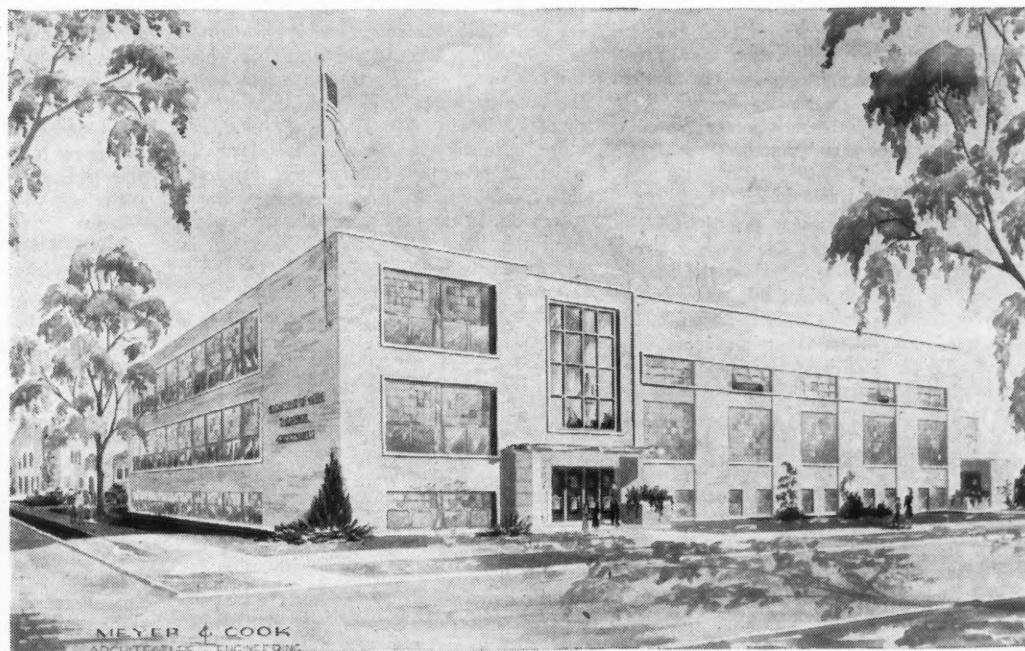
The accompanying picture shows a supplementary school and parish building being erected by St. Mary of Celle Parish in Berwyn, Ill.

The 2-story, fireproof building will provide two kindergarten rooms and four other classrooms supplementing the eight classrooms in the old school building; a gymnasium-auditorium; principal's office; teachers' lounge; and a nurse's room. The basement has a wardrobe, a kitchen, a cafeteria, meeting rooms, and shower rooms.

Steam heat will be supplied from oil burners. The ventilation system will be used for air conditioning in the summer.

This new white brick structure is a memorial to the 21 boys of the parish who lost their lives in World War II and to all the veterans.

Rev. Robert Mastny, O.S.B., is pastor of the parish. Meyer & Cook are the architects. The cost is about \$450,000.



To the right is shown the new social center and supplementary school building erected by St. Mary of Celle Parish in Berwyn, Illinois. The Slovak Benedictines are in charge of this parish.

The Christian Impact in English, A Comment

Brother Roy Cherrier, S.M.*

AMONG recent efforts toward the reorganization and rejuvenation of English studies in Catholic schools is the program presented by Sisters Mary Rosenda, Mary Mina, and Mary Francis Borgia under the title of *The Christian Impact in English*. Although only the first half of the program has been published, and that only recently, the entire program is reported to have been in use for several years. Sister Rosenda and her co-workers realize, however, that even with this preliminary experimentation they could not hope to achieve a definitive and unimpeachable program on their first attempt. They insist that the main purpose of the book is to initiate effort and interest, "to generate enthusiasm for the privilege of Christian teaching, to provoke thought and creative activity in helping to make the study of English put a strong shoulder to the formation of integrated Christians." This is an attitude becoming to pioneers of an educational method which proposes a "determined reblocking of purpose." In the face of it, one wonders why, in some quarters, acceptance of the *Christian Impact* program has been so uncritical as to border on the naïve. In a matter so vital as the Christianization of our English classes, public discussion of proposals is indispensable; the effort demands the widest critical co-operation.

It would be possible to discuss the *Impact* program from many angles, depending largely on the extent of one's acquaintance with it. But on the supposition that there are many who, like myself, have not had the opportunity to observe the program in actual practice, I believe it would be of value to focus attention on the book itself, as it is the most extensive and most exact statement of the program available. Such an examination may reveal where clarifications and revisions are required if *The Christian Impact in English* is to achieve a consistently satisfactory presentation of both theory and practice.

The Basic Ideas

It is first of all necessary that there be an adequate statement of the basic ideas on which this new program is founded. As the "Introduction" purports to make this statement, it deserves special examination. It considers the three questions fundamental to a program aiming at a "determined bold-type reblocking" of the purpose of education: What is the nature and purpose of education? What is the role of English in education? What is the method of insuring that English shall best fill that role?

*Brother Roy Cherrier, S.M., is an instructor in English at St. Mary's University, San Antonio, Texas. This is his personal evaluation of an English program as described in *The Christian Impact in English*. Brother Cherrier wishes it to be known and clearly understood that the opinions expressed in this article are entirely his personal opinions.

On the first question it offers this paragraph:

Education is no lapel pin. It is a stone grinding its victims to bits (even when they least suspect it) or a rock lifting men to view distant horizons. Education, true or false, can never be indifferent. We are far worse or far better for it. Education is a short cut to total living, to sanctity. To have failed in that is to have failed. Sanctity is worship, the free giving back minute by minute of our lives to God. Precious freedom! Education, then, is experimental living in which we learn to be truly free. We learn to love the Trinity, to be shaken with God's plan for our living, to be jealous of the truth, to be seized by the beautiful, and to be sworn to a purposeful life as an active Christ-worker. Take away these objectives and our teaching becomes meaningless. Put them in and we cannot, dare not, be busied about the ruffles, trusting blindly that the garment will get sewn.

This is undoubtedly the core paragraph of the "Introduction" and the most important statement of central theory. For that reason I should like to examine it with some care.

Purposes of Education

It is stated first, with some confusion of metaphor, that education always has a serious influence, whether for good or evil. With this truism one cannot disagree. There follows, however, a rather significant statement: "Education is a short cut to total living, to sanctity. To have failed in that is to have failed." This statement is quoted with relish by supporters of the *Impact* program and referred to repeatedly by the authors. But it is not in all respects a clear statement and is open to misinterpretation. There is the term "education," for one thing, with its triple connotation. In the broadest sense, "education" refers to any process whereby man is led to fulfillment; more narrowly, it indicates the formation which is given to children by responsible elders; most strictly, it is the formation special to schools. In the first sense, education results from the totality of life influences, among which religion should be first. The second meaning includes the influence of the family particularly, as well as that special work of education which the family has delegated to the school. The three meanings of "education" are of course related but ought not to be confused. It is not clear exactly in which sense the authors of *Impact* are using the term here. As far as I can determine, they intend it to mean especially the work of the school, but they have a tendency to predicate of education in this sense qualities and functions which are more appropriate to education in the broadest sense.

Such a confusion may underlie the sentence we are considering. It is undoubtedly permis-

sible to say that education, in the sense of the work of Catholic schools, is a short cut to sanctity, but the same thing could be said, and with even more justice, of life in a religious order, or of participation in a movement of Catholic Action. School education is a special kind of short-cutting; it has its own peculiar, and limited, objective in the general development of total living. And when Sister Rosenda continues, "To have failed in that is to have failed," she is being forceful at the expense of accuracy. For it would be quite possible for a person to achieve sanctity without knowing, let us say, literature, and yet if that person had gone through a course of literature during his schooling, then that literature course would still have failed in his case, because it did not teach him literature. Certainly a school has failed if it has not aided to develop sanctity in the graduate, but it has also failed if it has not taught him the subjects of the curriculum. And the student has failed in his school education if he has not learned the subjects he attempted. Whether Sister Rosenda means to refer to the failure of the student or that of the school is not clear; the "we" of this paragraph shifts from "we the students" to "we the teachers," with some confusion as a result.

The point I wish to make here is this: School education has only a limited objective in the total formation of a man and must contribute to the total formation *in its own way*. "No illusion," says Jacques Maritain, "is more harmful than to try to push back into the microcosm of school education the entire process of shaping the human being." One too often has the impression that the *Impact* program would like to push the whole process even into the English class. I say that this is the impression one gets; I doubt that it is intended by the authors, but their statements are open to misinterpretation, reinforced as they are by some rather dubious practical directives.

Ultimate and Immediate Objectives

The description of education as a short cut to sanctity is followed by a statement which comes closer to being a genuine definition: "Education is experimental living in which we learn to be truly free." Of course this statement applies to the education which the child receives within the home as well as to school education, but it could be serviceable in making more precise the exact function of school education as such. It is not developed, however; the description of education as a "short cut to sanctity," with all its potentialities for misinterpretation, is that to which the next paragraph returns, when the special place of English in education is discussed. The paragraph on education concludes with a statement

of objectives without which "our teaching becomes meaningless." Obviously, were these objectives absent from our educational program we would never merit the title of Christian educators. But it should be noted that they are all ultimate objectives, objectives of education in the broad lifetime sense, not directly of school education as such. It is necessary to know the specific relations which school education has to these ultimate objectives before we can claim a complete view. Or, borrowing the authors' figure of speech, we might say that, if the wedding garment in which the student is to enter the Kingdom of Heaven is to be beautified with the ruffles of schooling, then it is necessary for us to be busy about the ruffles, in addition to getting the essential sewing done, especially if our particular job is ruffle-stitching.

The Place of English

The figure is facetious. The point of the comparison is not. I am convinced that the worth of the *Impact* program, as it is presented in this book, is seriously vitiated by a failure to see the problem completely, by a confusion of ultimate and secondary objectives, and by a consequent confusion in practical methods of reaching the objectives. I will return to the practical methods later, in considering the organization of the proposed program. At present there is the second step in the general theory to be considered, the place specifically of English in education, or, in *Impact* terms, "the place of English in the short-cutting" to sanctity. English must, it is stated, "help bridge the abyss between knowing and doing"; the special realm of English, because it is primarily concerned with literature, is neither knowledge nor action, but art, i.e., it approaches truth through the beautiful, by way of contemplation. We must recognize that this is not strictly a statement of the place of the study of English in the school curriculum but rather of the place of literature in the total pattern of knowledge, although I doubt that Sister Rosenda adverts to this fact. And by "knowledge" as Sister Rosenda uses the word we must understand abstract or theoretical knowledge; otherwise, the statement that the realm of English is not knowledge is nonsense in the face of the further statement that literature expresses truth, for truth is that which is known. Then, "to bridge the abyss between knowing and doing" does not mean to lead from theory to practice (literature is not a "practical" subject) but indicates that literature occupies a position between abstract theory on one side and practical theory on the other.

Literature and Contemplation

I cannot be sure that I have represented justly Sister Rosenda's ideas here. The place I take her to have assigned to literature is difficult to harmonize with her statement that it "leads into the activity becoming to a Christian," but I should be very hesitant to say precisely what that statement means. *How* does literature lead to activity? It does not do so directly, that is certain, but I am not



— G. C. Harmon

Back to School.

sure in what indirect way it is considered here to be working. I wish this were specified more clearly. I wish also that the statement that the contemplation of literary art "prepares the way for supernatural contemplation, that direct union with Absolute Beauty," were somewhat qualified. Natural contemplation can prepare for supernatural, but it is neither a necessary nor a sufficient condition for it, and can, as Thomas Merton has indicated, be sometimes a hindrance. The examples which are chosen to illustrate the function of literature cause one to suspect that the connection between natural and supernatural contemplation is, in Sister Rosenda's mind, much too "neat." Gertrud von Le Fort's *Hymns to the Church* and Myles Connolly's *Mr. Blue* are instanced, both of which deal directly with religious experiences. And the names of Mauriac, Waugh, Chesterton, Meynell, Péguy, Thompson, Claudel, and Hopkins are cited—all "Catholic" authors in the narrowest sense of the term. Yet their Catholicity is irrelevant to the fact of literature. If there were, as Sister Rosenda says, "thousands of examples . . . fighting to get on this page," it would certainly have been well to mention, let us say, Shakespeare, to forestall the objection, inevitable to the present formulation, that she is somehow limiting literature to expression of Catholic dogma.

Literature as It Is

This inadequacy may be due merely to oversight and the pressing demands of space. I fear, however, that there is more to it than that. A too narrow emphasis on the possible religious effects of literature has obscured for Sister Rosenda the actualities of literature. Literature in the abstract does not exist; works of literature are what we deal with and what we must teach. When we speak of the place of literature in education, we must speak not only of the place of literary art in the pattern of knowledge, but also of the place of the actually existing body of literature in our educational program. It is not a

problem of teaching an ideal literature but of teaching this particular real literature, this collection of works of art with all their interrelations—which for us practically is literature in the English language. This is the central problem in this matter of Christianizing the literature program, the problem of handling a literature which, as a matter of brute fact, is not a "Catholic" literature in the narrow sense that *Impact* seems to desire. I do not think that Sister Rosenda, either in her statements of theory or in her practical organization of the course units, has really faced up to the problem. Until she does, the *Impact* program labors under great handicaps.

How Choose

This point is crucial. *There is no Christian impact in English if we concentrate on the Christian impact to the detriment of English.* Perhaps there is a good deal of "favorite meaningless flicflac" in the traditional English program, but before Sister Rosenda and her associates begin wielding their "ruthless broom" to sweep it out they must know just what is meaningless and why it is so. No attempt is made anywhere in the book to define, or even to indicate, the standards of meaningfulness which a book must meet, nor is there specific mention of any examples of the "meaningless flicflac" referred to. With only the first half of the course yet available in print, it is not possible to know whether a particular piece of literature one might expect in freshman or sophomore years has been eliminated or merely transferred to one of the upper levels, but there is cause for grave suspicion that some of the so-called "traditional flicflac" has been swept out only to be replaced by contemporary flicflac which has not even the merit of tradition, and appears to hold its place only because it fits more neatly into the controlling idea of a particular unit.

Let me offer a case in point. Unit II of the second year is entitled "The Social Responsibility of the Christian." The list of readings for the unit is divided, as in all the units, into three groups: "Core Reading," "Group Reading," "Supplementary Reading." The reading assignment consists of the two core books, and any three other books from the lists. The core books are to receive detailed classroom attention, the others are rather for students' private effort. Now, under "Core Reading" are two titles: *Vespers in Vienna* by Bruce Marshall, and *Priest-Workman in Germany* by Henri Perrin. The first is an ephemeral novel, the second is not a work of literary art at all, but a factual report of religious activity. The next category, presumably those books considered worthy of most attention after the core books, consists of six titles: *France Alive* by Claire Bishop, *Negro Caravan* edited by Brown, Davis, and Lee, *House of Hospitality* by Dorothy Day, *No Lasting Home* by Joseph Dever, *The Moved Outers* by Florence Means, and *Dust on the King's Highway* by Helen C. White. Of these the first and third cannot be considered literary art any more than can *Priest-Workman in Germany*; none of the others

rates the stature of a classic, even a minor one.

Then we come to the third list, supplementary readings, left largely to individual student initiative and effort. It contains 36 titles. Among them are Conrad's *Victory*, Dickens' *Oliver Twist*, George Eliot's *Felix Holt, the Radical*, Howells' *Rise of Silas Lapham*, and *Julius Caesar* by one William Shakespeare! What has happened to literary standards when *Vespers in Vienna* rates intensive study and *Julius Caesar* is left to catch what chance winds of sophomore fancy may blow in its direction? It seems to me to indicate that literary standards have been forced to yield to a set of unit themes applied quite irresponsibly.

Religion or Literature?

Of course, one cannot feed freshmen and sophomores on a steady diet of the greatest classics. The objective of teaching English on the high school level is not to give a complete overview of literature, but rather to introduce students to literature that is within their grasp and thereby train them for further reading on their own initiative and on more advanced levels. One would not, for instance, give *King Lear* to sophomores; it is simply above them, and hence useless for the purposes of the course. But if *Julius Caesar* is properly to be read on the sophomore level, where Sister Rosenda does in fact place it, then it merits concentrated attention. *Vespers in Vienna* and *Priest-Workman in Germany* can be left for reading by interested individual students; it is precisely the great classics which require most aid from the teacher and repay attention most adequately. It is the reiterated charge of the secularist that Catholicism is the enemy of genuine natural values. *Impact* apparently would acquiesce in the charge; it deliberately perverts literary standards for the sake of the Christian ideas it is determined to inculcate.

In so ardently looking at English as part of a short cut to sanctity, the authors of *Impact* have come to see only the sanctity which is their ultimate aim and have lost the clear view of English itself. It is imperative that their fundamental principles be thought through adequately, refined, and clarified. I would suggest, for a start, that they balance their idea of the aim of education against the wise and careful statement of Jacques Maritain, that the aim of education is:

to guide man in the evolving dynamism through which he shapes himself as a human person—armed with knowledge, strength of judgment, and moral virtues—while at the same time conveying to him the spiritual heritage of the nation and the civilization in which he is involved, and preserving in this way the century-old achievements of generations. (*Education at the Crossroads*, p. 10).

There is room here for both a Christian impact and a genuine study of English, without weakening either.

Methods of Teaching

With a sane, balanced view of the place of English in the educational program, one could

then proceed to the third fundamental question: What particular method is to be adopted for teaching English? Sister Rosenda has chosen to adopt the method of the "experience curriculum." It is, of course, not the only one possible, but it is certainly one of the feasible methods. As used in *Impact*, it leads to organization of the course into units, or "areas of contemplation," which coincide with basic areas of Christian activity: God, self, fellow men, the material universe, with one unit of work each year in each of the four areas. Thus, for instance, the freshman year embraces the units entitled "Adventure," "The Christian," "Human Relations," "Creation." The categories are not rigidly defined, nor is it good that they be so; the purpose of the units is not to categorize but to integrate the varied activities necessary in the high school English class. Reading is the unifying activity, with two or three "core books" indicated for intensive class study in each unit, as well as other books for individual reading. This insistence on reading entire books, rather than anthologized excerpts, is a significant feature of the program, and certainly one of the most commendable.

One should be aware, however, of a danger peculiar to the method of organizing the English course in terms of "areas of contemplation": thematic ideas of the unit may take precedence over the books themselves, so that we come to teach not literature, individual books, but general ideas only vaguely related

THE MEDIEVAL AND THE MODERN WORLD

"But where is wisdom to be found, and where is the place of understanding? . . . The finest gold shall not purchase it, neither shall silver be weighed in exchange for it" (Job 28:12, 15).

This was the text of the baccalaureate sermon of Rev. Dennis B. McCarthy, O.P., Ph.D., during commencement exercises at Providence College, Providence, R. I.

Comparing the world today to that of 700 years ago, Father McCarthy said "the Providence that governs the fall of a sparrow also controlled the life span of the Mongol leader, and his death brought deliverance to the community sheltered under the towers of the Cathedral of Our Lady" (Notre Dame at Paris).

"In the very years of the great Dominican's (St. Thomas Aquinas) stay in Paris, the whole western world was shaken to its very soul by rumors of the hordes of Mongols and Tartars sweeping out of the steppes of Russia and battering at the eastern gate of Europe. . . . The tales of atrocities and wanton barbarity which followed the march of these untamed savages reached the citadel of learning by the Seine, and students continued their daily quest of Wisdom in the knowledge that the enemies of Wisdom were almost at the doors. When the horde stopped and turned back of its own accord, Wisdom told them to whom they owed their rescue from peril."

to the books under discussion. I say that this is a danger of the method; I do not say it is an inevitable result. Any method has its dangers. The older method which insisted that there were precisely such and such classics which must inescapably be read, always risked losing sight of the general context into which the books fitted, and thus dehumanizing the study of literature. The experience-curriculum method risks the opposite fault of seeing the general picture at the expense of the individual books and of literary standards. It need not be so, but I have tried to show how Sister Rosenda's basic attitudes could easily lead to such a failing, as I think they have, in point of fact, led. Nor am I unaware here that in an article in *THE CATHOLIC SCHOOL JOURNAL* (December, 1949) Sister Rosenda spoke out strongly against teachers who make of literature only a "handy reference for documenting moral precepts." The protestations remain quite ineffectual until they are backed by the reform of some of the more basic misdirections of *Impact*. The originators of the *Impact* program may perhaps avoid in actual practice the dangers to which their method tends. Their statement of aims and methods does not, so that one cannot be sure whether the article to which we have referred, which contains some refinements and more careful restatements of the theory expressed in the introduction to *Impact*, represents a genuine revision of opinion or only a reformulation for dialectic purposes. Perhaps the second volume of *Impact* will show. However, I do not think that Sister Rosenda's article really avoids any of the basic misunderstandings I have noted.

What Is Emphasized?

For an example of the misplaced emphasis to which the method may lead, consider this statement: "The first unit attacks head-on by a study of adventure the usual bored attitude toward anything Christian" (p. xiii). Now, a class in English, the thing which is to be attacked head-on is not the bored attitude to things Christian, but the bored attitude to things literary. The direct, or immediate, concern of classes in English is literature and language arts and skills; thing Christian must be got at indirectly, or mediately, through English. Otherwise there is no English class, only a religion class disguised as English. And let it not be imagined that Christian values are taught any less effectively for being taught indirectly.

The individual units of the *Impact* program are organized on a common plan. A "controlling idea" heads each unit. Then, Part One, "The Background of the Teacher," offers material relating both to the unit theme and to its activities and also to the special literary type which may be under consideration in some units. Thus, the unit on "Adventure," the most extensively developed of the eight, includes discussions on the philosophy of adventure, adventure and literature, and adventure in studying, speaking, and writing. Part Two is concerned with suggestions and directives for teaching the unit. It contains first a statement of the general objectives of

the unit — knowledges, understandings, skills (reading, speaking, writing, listening) and ground skills (grammar, spelling, etc.). These are followed by suggestions for orientation of the unit and indications for expansion, including the reading list divided into the categories of core reading, group reading, and supplementary reading. Next, there are lists of proposals for assignments and activities in writing and speaking, and finally, a section on testing and other evaluative procedures. The units, though similarly organized, are not of equal merit, ranging from the quite carefully done initial unit on adventure to the sketchy Unit IV of the second year, which is compounded of a general essay on the Christian philosophy of work, two pages of ersatz Eric Gill, a hasty bit on magazine reading, and some half-dozen skimpy pages on teaching methods.

Two Observations

Obviously, there is not space here for an examination of each unit in detail, though such an examination would be valuable. I will confine myself to two general observations, one on the first part of the units, the teacher's background, the other on the objectives. The background material, it is stated, is addressed to the teacher and must never be given to the student without adaptation. Nevertheless, as will be plain to anyone who reads very far in any unit, much of this background material is merely a transcription of what the author would give to a high school class, a watered-down, emotionalized, and highly personalized version of the ideas. This is especially evident in treatments of technical literary matters, as in the sections on lyric poetry or the short story, where the author obscures a quite adequate grasp of the matter in hand by an overwrought manner of presentation. Also, it should be remarked that too much of the background material is only loosely connected with the core readings of the unit.

It is just this lack of close interrelation between background and core readings which is especially objectionable in the statement of objectives. The most prominent of the general objectives are the lengthy lists of "knowledges" and "understandings." Approximately eight out of every ten of these listed knowledges and understandings are plainly nonliterary; that is, they are general ideas of religious dogma, Christian living, Christian attitudes. Yet even this, in itself, might be passed over if it were not for the fact that the next objective listed, reading skill, is never specified any more fully than by some such phrase as "the two core books, and three supplementary selections." As if the reading objective of the study of literature consisted merely in getting the books read! Surely it is the *technique* of genuine reading which is the primary objective of high school literary study and its most difficult task as well, yet the *Impact* program blandly ignores it. The *Impact* authors have only themselves to blame, then, if other teachers use their book to make literature a "handy reference for documenting moral precepts," and twist literature into a mere tool of ethics,

or sociology, or Catholic Action. They have not really attacked the fundamental practical problem facing a program of Christianizing the teaching of English, which is how to teach literature fully and completely so that this literature, entire and genuine, serves to achieve the ultimate spiritual goals of Catholic education. Until they can offer clear and extensive directives toward the solution of this problem, their program, whatever its achievements, will always be open to the charge that it is falsifying the subject it professes to teach.

These are serious charges, and I do not make them lightly. It is my sincere hope that a revision of the *Impact* program can be contemplated which will offer a more adequate approach to the basic problems of the English course. Hope of such a revision also prompts me to offer an additional criticism. It is this, that the prose of *The Christian Impact in English* urgently demands a severe blue-penciling. The writer is apparently either unwilling or unable to confine herself within the bounds of standard English expression; her style is confused, cluttered with wild metaphors, heavily obstructed with parenthetical phrases and choppy half sentences. The faults are persistent, and they are glaring. Comparing St. Teresa of Ávila and her namesake of Lisieux, for instance, she writes: "... the Ávila saint was a storm like a house afire whereas the Lisieux saint was a zephyr scarcely scorching the cheek" (p. 68) — a confusion of metaphor for which a sophomore would be rebuked. Were it a solitary example it could be overlooked, but the same kind of thing occurs often. Extended instances are the discussions of the nature and qualities of lyric poetry (pp. 186-188) and of the short story (pp. 253-255). There are also an unconscionable number of meaningless or completely ambiguous sentences: the opening sentence of the unit on social responsibility, for instance, "No answers are better than stale answers," which has two diametrically opposed meanings, depending on which words are emphasized. Needlessly eccentric word coinages and an excessive indulgence in parenthetical asides are other annoying stylistic traits, and a deplorable carelessness is evidenced by sentences which lack words essential to their sense, references to authors or titles without indication of source, wrongly ascribed quotations, and numerous typographical errors.

In general, the diction is painfully over-emotional. The writer's undoubted enthusiasm manifests itself stylistically as mere effervescence, and seriously impedes a reader's efforts to get at the idea under discussion. Style may be a secondary consideration, but surely in a textbook on English it ought to be above reproach.

The Christian Impact in English is valuable enough to deserve presentation in faultless style. In spite of its serious defects, it is the product of a sincere and deeply apostolic concern for the Christianization of the Catholic high school English program, a concern in which we all must share. The criticisms here made have been offered in the hope of further-

ing in some small way the achievement of that completely adequate English program which only the most intensive co-operative effort can hope to realize.

SOME EDUCATIONAL INSIGHTS*

Edward A. Fitzpatrick, Ph.D.

Historically speaking, mental discipline is a rationalization of educational practice out-moded by social events.

* * *

The student gets infected with credits. "Credititis" is a prevalent virulent disease in educational institutions.

* * *

On the contrary, it would be a well-ordered and benign social organization if men in the rendering of essential social services were raised out of the level of deadening routine, were touched in their imagination, had the vision to realize the social good they were doing.

* * *

The human being is an end, not a means — either for government or for industry.

* * *

The dichotomy between liberal and vocational education is too absolute, the interrelations are too many, both liberal and vocational education lose by their isolation. There is individual and social need for both in relation to each other. The reaches of vocational education are greater if they are integrated with a liberal education.

* * *

But how poor can teachers be? It is unfortunate that we do not face the problem of "poor teaching" in the interest of education and of the students. It is amazing the inertia of administration, the acquiescent conspiracy of colleagues, the defensive techniques of teachers, the inarticulateness of students, and the silence of parents.

* * *

The essential fact is that all effective education is self-education. Education cannot be conferred upon him like degrees, nor can it be credited to him in semester hours, it must be earned through his own self-activity.

* * *

The college as organized today must not be expected to perform the diverse and vast educational service needed for all adults for the simple reason it cannot perform them and to attempt them would destroy the present institution.

* * *

Mass education has reached the colleges. It is but natural with the tremendous increase in number of students that the demand for teachers should be greatly increased. To a greater degree than ever the higher educational institutions must rely on ordinary people to do the work of education. It is more imperative than ever that they be trained and disciplined for the work because of the number needed.

*From a new book entitled *How to Educate Human Beings*.

Catholic Education News

Prayer and Teaching Brothers

*Brother Linus, O.S.F.**

A chance conversation with two high school lads gave rise to a thought which has been brought to full promise. Several young lads and I were discussing the reaction of the atomic explosions. We were enthralled by the chain reaction set in motion, which is perhaps the most startling quality of the weapon.

I took the opportunity of elevating the conversation to a spiritual plane as I had been taught in normal school. I was told then we should leave God out of nothing we do or say or think. We discussed the "chain reaction" which takes place in the spiritual order when we pray. We were recalling incidents for some time when the bell ended our very inspiring chat. It was another of those times I came to see the real depth of the soul of an American youth.

After class that afternoon we met in the room assigned for the Vocation Club of St. Francis Prep. Following the regular meeting, one of the boys stayed behind. The light in his eyes told me an idea was popping and although I had only a short time to hurry off to college extension school, I knew again instinctively that this was important.

Little did I dream how really important the next few moments would be.

Jimmy approached me quietly; as we ambled across the yard he recalled our discussion earlier that day.

"You know, Brother, I've been thinking." (This was no surprise for I knew Jimmy to be a reflective youth.)

"Good, son," I responded, with a smile I'm afraid. "What's on your mind?"

"Do you remember our talk about the 'chain reaction?'"

"I certainly do, Jimmy."

"Well, Brother, I have been trying to tie that up with something else you said not so long ago. It was something about the shortage of teaching Brothers and how we boys should begin praying for vocations. You said teaching Brothers were the number one need of the Church."

I had to agree for I had said something like that many times and probably, so too, had every other teaching Brother.

"Now, Brother, if we could get every boy in the country to say a special prayer for this intention don't you think we could get our own 'chain reaction' started. May-

be if kids like myself were to pray we would see how really important this matter is."

My time was absolutely up and I had to run off to dress for my trip to school. I wanted very much to continue that chat, for Jimmy had hit on something.

"We'll have to finish this in the morning, Jimmy. I will be late for class if I don't run off."

I might just as well have stayed and continued the chat, for although I was marked present, I was off at Bikini, I'm afraid. For most of the two hours my mind kept skipping back and forth from Bikini to Montesquieu.

Finally, evening saw me at my desk, paper and pencil in hand. I was simulating



Brother Linus, O.S.F., vocation director of the Franciscan Teaching Brothers, tabulates the returns of the highly successful campaign for membership in the "Atomic Brotherhood of prayer for vocations to religious teaching orders of Brothers."

the atomic explosion. The mushroom effect looked more like a cold pancake I'm sure, but the idea took form. A club . . . members . . . no dues . . . no meetings . . . none of the usual trappings . . . ah! prayer only! Now how to stimulate the prayers.

So the rambling continued and before the evening ended the Atomic Brotherhood Campaign was formed. An attractive poster there had to be! Each school would receive regular postal cards with a place to mark off one of several spiritual contributions. Every boy or girl who sent in a card would receive a membership card entitling him or her to remembrance in holy Mass and prayers of teaching Brothers. A further stimulus would be provided if the children were permitted as part of the membership to visit a house of study of the teaching Brothers.

And so was born a movement which has caught on solidly with the youth of our nation. Children don't mind praying but they like to pray for something. The cooperation of Sisters, Brothers, and priests has been most generous. Whole schools, entire classes, Sodalties, clubs, and high school and college groups have joined in a block. The response has been most encouraging. Already the chain reaction has set in. Some 40,000 members are enrolled in this mass answer to the teaching Brother problem in America. In place of academic discussions and material planning and talking the youth of the nation has taken to its knees in supplication to the same Christ who said: "Ask and you shall receive."

Thus from a simple lesson well learned and a brief chat has come a movement among our youth which is marked by men and women in high positions in the Church, as the solution to America's Catholic educational problem, the shortage of teaching Brothers.

AD MULTOS ANNOS

Father Schwitalla's Jubilee

REV. ALPHONSE M. SCHWITALLA, S.J., dean emeritus of the St. Louis University School of Medicine, observed the fiftieth anniversary of his entrance into the Jesuit order on July 25, 1950. For many years, in addition to his other duties, he was head of the Catholic Hospital Association and editor of its journal, *Hospital Progress*.

Brother Rupert's Jubilee

BROTHER RUPERT, C.S.C., principal of Notre Dame High School, Sherman Oaks, Calif., celebrated his silver jubilee July 2. While superior and field director at Gibault School for Boys at Terre Haute, Ind., his work with underprivileged boys gained him national recognition.

Father Crowley's 25 Years

REV. PATRICK M. CROWLEY, O.F.M., celebrated his silver anniversary in Brooklyn on July 16.

(Continued on page 24A)

*Atomic Brotherhood Campaign, Franciscan Teaching Brothers, 41 Butler Street, Brooklyn 2, N. Y.

What Lies Beyond?



IDEAL CONDITIONS FOR LEARNING—is that the environment toward which these young students are headed?

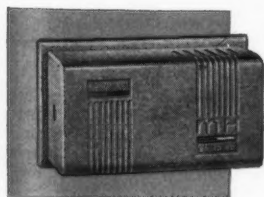
Probably so.

Educators have made astonishing strides in developing the best in Young America. Take just the physical aspect. It is the classroom that has given impetus to the drive for proper habits of diet, oral hygiene, correct seating for good posture, and scientific lighting for better vision.

And now, attention has turned to controlled atmosphere, meaning healthful temperatures, correct humidity and adequate ventilation. Patient research has shown that children require different atmospheric

conditions than adults. Without their own conditions students simply cannot do their best work. It is in this field that Honeywell, world's largest manufacturer of automatic controls for heating and ventilating, is contributing directly to improved classroom conditions.

From the product standpoint, no controls can match the simplicity of Honeywell. This means not only improved performance, but less service, more dependable operation. When you contemplate a plant improvement or building program, don't fail to get the story of controlled atmosphere from Honeywell. Minneapolis-Honeywell, Minneapolis 8, Minnesota. In Canada: Toronto 17, Ontario.



**HONEYWELL SIMPLICITY
SAVES SERVICE**

(GUARDING AMERICA'S HEALTH WITH CONTROLLED ATMOSPHERE)

MINNEAPOLIS
Honeywell
FIRST IN CONTROLS

Audio-Visual Aids: A Cooperative Service

Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph., D.* Compiler

X. Emerson's New England

35mm. filmstrip. 67 frames. Life Filmstrips, 9 Rockefeller Plaza, New York 20, N. Y. Black and white.

Contents: The physical background of Emerson's life, his daily comings and goings; fragments of his diary; direct quotations from Emerson.

Lecture notes are supplied with the film so that the full test of the quotations may be referred to.

Appraisal: A worth-while presentation of matters not easily available to schools. Such data are particularly important with such men as Emerson because the way in which they lived is bound up with what they lived for.

Utilization: For classes in American literature to supplement formal biographies. The use of this film will require thorough preparation by the teacher in the class so that full benefit may be received from the viewing.

X. What Is a City?

16mm. Sound. 10 min. Bailey Films, Inc., 2044 North Berendo, Hollywood 27, Calif. Color and black and white.

Contents: This film shows how cities grow and change. It emphasizes the extreme mobility of the American people. The working forces of industry effect changes in urban population. One of the great problems of our large cities is to foresee population changes and meet the needs of each community.

Appraisal: A well-organized film.

Utilization: For junior and senior high school classes in geography, social sciences, and language.

X. Make a House Model

16mm. Sound. 10 min. Bailey Films, Inc., 2044 North Berendo, Hollywood 27, Calif. Color.

Contents: Shows how to make a house model and describes the integration of the various parts that go to making up a home. The students receive an appreciation of the aesthetic principles of a home. The right use of various rooms instills in them essential proportion and harmony. It also makes them aware of the structural problems connected with building a home.

Appraisal: This is a worth-while project which will enable students to gain practical knowledge of problems which at sometime or other will affect them.

Utilization: For junior and senior high school classes in social sciences and manual arts.

X. Drawing for Beginners

A series of 4 films. 16mm. Sound. 11 min. each. Young America Films, 18 East 41st Street, New York 17, N. Y. Black and white.

Contents: The Circle—shows that the circle is one of the basic forms from which many objects are drawn. Gives a number of simple demonstrations.

Contents: The Rectangle—the use of the rectangle is one of the basic forms.

Contents: The Square—demonstrations of the use of the square in basic forms in the drawing of objects.

Contents: The Triangle—demonstrations of the use of the triangle in drawing.

Appraisal: An excellent series of "how to do it" films.

Utilization: For elementary and junior high school and other beginning drawing groups.

*Registrar and professor of education, Marquette University, Milwaukee, Wis.

X. Elements of Design

A series of 4 films. 16mm. Sound. 11 min. each. Young America Films, 18 East 41st Street, New York 17, N. Y. Black and white.

Contents: Composition—discusses composition as one of the basic elements of design, and its function in the art and industry of everyday life.

Contents: Light and Shade—demonstrates the use of light and shade in various designs.

Contents: Line—discusses line as one of the basic elements of design, and its function in the art and industry of everyday life. Shows the effects achieved by use of straight lines, curved lines, S-shaped lines, circles, and various combinations.

THE RATING CODE

(X) An excellent device, closely related to teaching needs, one that will be continually useful.

(G) A good device, one that may be used, but generally supplementary in nature.

(P) A poor device, one that would have little or no value in teaching. Distorted facts are included.

The Committee will not approve any films dealing with faith, morals, or religion which have not been approved by the proper ecclesiastical authorities at the time of production.

Contents: Shape—shows the effects achieved by the use of circles, squares, rectangles, triangles, and their various combinations in the art and industry of everyday life.

Appraisal: An excellent aid for those of us who have not had an extensive training in the field of art. Will greatly help students to visualize various elements of design and to recognize these forms in everyday life.

Utilization: For junior and senior high school, college, and adult groups.

X. The Holy Sacrifice of the Mass and Gateway to the Faith

16mm. Sound. 20 min. each. United World Films, 105 East 106th Street, New York 29, N. Y. Color.

Contents: "The Holy Sacrifice of the Mass"—The average Catholic has never seen the ceremonies of Holy Mass at close range. In the film "The Holy Sacrifice of the Mass" the ceremonies can be clearly seen as a narrator explains their meaning. The photographic treatment is clear cut and simple. The whole aim of the production is to give a better understanding and a deeper appreciation of the Holy Sacrifice.

Contents: "Gateway to the Faith"—A film

Liberty is a natural right. Without liberty there is no personality, no subject of rights and duties, no responsibility.—Bishop William T. Mulloy.

specifically designed to aid the teacher in explaining the doctrines and practices of the Faith. "Gateway to the Faith" portrays the baptism of a convert, the ceremonies of which are the same as that of an infant. The film gives an appreciation of the ceremonies of infant baptism, while at the same time it helps to make Catholics more convert conscious. Each step in the ceremony is clearly shown, while a narrator explains its meaning.

Appraisal: The producers of these films are priests of the Archdiocese of Newark. Father Edward Hayes teaches in St. Charles Borromeo's High School in Newark. Father Paul is stationed at Queen of Angels' Church, also in Newark. These films will prove most helpful in the teaching of religion.

Utilization: For junior and senior high school classes.

X. Home of the Homeless

16mm. Sound. 10 min. Association Films, Inc., 35 W. 45th Street, New York 19, N. Y. Black and white.

Contents: A documentary film narrated by Henry Fonda, about the 305,000 men, women, and children still in Displaced Persons camps.

The film was made at Warner Kaserne, a typical camp near Munich, in the summer of 1949. It is the first production of the International Refugee Organization of the UN. Through the efforts of government and social agencies, more than 750,000 homeless persons of World War II have begun new lives in countries throughout the world. "Home of the Homeless" tells of those who still wait and hope.

Appraisal: "Every American should see this film which so graphically depicts the long sufferings of Displaced Persons in Europe. An effort is now being made to resettle some of these people in the United States. We urge you to give this program of the government your strongest support."

Rt. Rev. Msgr. Edward E. Swansstrom
Executive Director, War Relief
Services, National Catholic
Welfare Conference

Utilization: For junior and senior high school and adult groups.

X. The Eternal City

16mm. Sound. 25 min. Ideal Pictures Corporation, 65 East South Water Street, Chicago 1, Ill. Color.

Contents: A beautiful film in color showing St. Peter's . . . world's largest church, St. John Lateran . . . the actual "church of the Pope," Santa Maria Maggiore . . . built at the request of the Blessed Virgin Mary on the site she chose to work a miracle of summer snow, St. Paul's Outside the Walls, The Vatican, The Vatican Gardens . . . blessed with magnificent botanical specimens . . . the canopied walk where the Holy Father strolls, Our Lady of Lourdes' shrine, France.

Appraisal: This film has been widely acclaimed by all people who have seen it. It is a valuable addition to the several films now available showing the Vatican and its surroundings.

Utilization: For junior and senior high schools, school and church groups, and adult groups in general.

Music Improves Scholarship

Last winter, the Little Flower School in Chicago introduced class piano lessons in the fourth grade. The teachers, according to the American Music Conference, report an improvement in all schoolwork. Says one of the Sisters:

(Continued on page 22A)

Modern, Tubular Furniture

FOR

SPRINGFIELD

TOWNSHIP

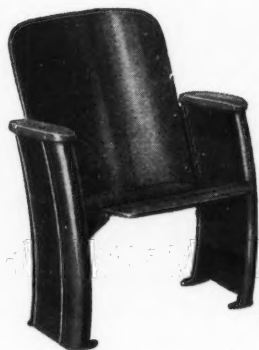
"SHOW PLACE"



Classroom Features "Ability Grouping"

The "Ability Grouping" shown here is but one of the infinite variety of arrangements possible with lightweight, but strong Heywood-Wakefield tubular steel furniture. The table-desk units, S 1008 OF are available in nine graded sizes. The chairs, S 915, which are also used for the reading circle in the background, are available in eight graded sizes.

Write today for our new illustrated brochure containing full details of our complete line of school furniture. Heywood-Wakefield Co., School Furniture Division, Menominee, Michigan.



Since its opening in September, 1948, the efficient, flexible arrangement of the Enfield School, Springfield Township School District, has made it a center of attraction for school officials from neighboring Pennsylvania school districts. The one-story, six room units has been designed by Heacock & Platt, Philadelphia, so that additional wings can be added as the community's needs require. The installation of furniture for all six rooms was arranged through Walter Reed, Heywood-Wakefield Company, 1 Park Avenue, New York 16, N. Y.

★ Heywood-Wakefield model TC 705 is a popular and practical choice for auditorium seating.



School Furniture Division
MENOMINEE, MICHIGAN

See how KEWAUNEE'S
NEW ONE-PIECE LABORATORY SINK
is more chemical resistant—huskier—
offers more value!



Here's real news from Kewaunee—a major improvement in laboratory sink construction! It is a strong, one-piece sink made of Kewaunee's new Kemtherm.

NOTE THESE OUTSTANDING ADVANTAGES

- Body is acid-proof, low expansion ceramic, molded in one piece. No joints or seams.
- Wall thickness assures maximum structural strength needed in normal service.
- Entire sink is impregnated with Kewaunee's own chemical- and heat-resistant resin which provides a good-looking, uniform, ebony-black surface.
- Guaranteed to withstand maximum thermal shock encountered in normal laboratory service.
- Body is extremely resistant to attack by all chemicals other than hydrofluoric acid.
- Finish is impervious to solvents . . . highly resistant to bases and salts, and acids at room temperatures.
- Available now at Kewaunee's attractive production-line prices.

Want more information on this husky, one-piece chemical resistor? Write for free folder describing the new Kemtherm Laboratory Sink in 15 different models. No obligation.

Representatives and Sales Offices
in Principal Cities
Manufacturers of Wood and Metal
Laboratory Equipment



(Continued from page 20A)

"This class exhibits the competitive spirit. The increased interest in music and in schoolwork in general is the most apparent element in their response to class piano lessons. They have now come to be 'in love' with the piano as is evident in the diligence they show in playing the piano at every opportunity. The harder the piece, the more the pupils like it. This has carried over in their arithmetic and spelling assignments. The more difficult the problem, the happier they are. The longer the spelling words, the more they try. The training in close attention required in music has made the children more attentive in all other subjects. In several individual cases, interest and progress in music have kept pace with great improvement in schoolwork. The timid and repressed pupils have found a means with which to express themselves—through this medium they have come alive."

REVISE TAX LAWS

"The tax structure is breaking the country's back at present. Unless something is done to revise it in favor of the taxpayer, the entire structure will become a purely federalized situation and certainly another long stride on the road of totalitarianism and nationalization that we are apparently bent on following.

"This is certainly a great deal of merit to the Coudert Plan which would restrict the leveling of the income tax to the state level. This would permit education and welfare aid to be conducted on the state level rather than on the federal, thus reducing the trend to nationalization.

"There must be an over-all reduction of the tax program that will conform to the traditional form of democracy. If people are minded or motivated by lower taxes, a great many projects that need financing will gain such aid through voluntary contributions. People do not resent

voluntary contributions half so much as they do strangling tax laws.

"At the present time corporations are forbidden to write off contributions to education—they are allowed a mere $\frac{7}{10}$ of 1 per cent. According to a Committee formed and financed by the Rockefeller and Carnegie Foundations, it has been recommended that the corporation tax laws be revised to allow corporations to contribute even such a small amount as 2 per cent of their profits. The adoption of such a plan would make anything like federal aid to education unnecessary to assure the progressive improvement in the facilities of higher education demanded by this day and age.

"To finance the present government program of nationalizing things like credit, education, agriculture, medicine, and welfare facilities, a great amount of federal tax is required. If the conduct of such programs were returned to the individual states in the Union, these high taxes could be stopped, the tax structure reduced, and our system of individual free enterprise encouraged to lend aid to philanthropic and eleemosynary institutions."

These statements are quoted from an address by Very Rev. John A. Flynn, C.M., president of St. John's University, Brooklyn, N. Y.

THEOLOGY FOR SISTERS

Rev. Irenaeus, Herscher, O.F.M.*

It happened in Milwaukee, quite a few years ago, when at a plenary session of the N.C.E.A. which dealt with the subject of religious instruction, a Sister rose and asked the assembled prelates, priests and doctors of sacred theology this question: "Why all the secretiveness about theology? Is there anything in it that we Sisters should not know? For years and scores of years we have been forced to ask the same simple questions, and give the same simple explanations to our children, without being permitted ever to enter, even for our own satisfaction and spiritual comfort, into the deeper meanings and sources of this sacred science. We love to do this work, but why are we doomed always to stand outside the closed door and never admire 'the glory and wealth in our Father's house'?"

The question remained unanswered, but Father Thomas Plassmann, O.F.M., then president of St. Bonaventure College and Seminary, returned to the beautiful banks of the Allegheny River and did something about it. As long ago as 1939 he organized a department of sacred theology for religious Brothers, Sisters, and lay teachers who are in charge of the sacred duty of teaching religion in our schools.

The late lamented Bishop John A. Duffy of Buffalo, and other members of the Hierarchy gave their wholehearted approval. As a result, the aforesaid department is now entering upon its twelfth year of useful and fruitful work at St. Bonaventure College, Olean, N. Y. About one hundred Sisters have already started taking these courses, and the first graduates completed their studies in 1943.

The enrollment has increased from year to year, and additional communities of Sisters are represented in the growing classes. It is not my intention to outline the courses being offered, nor the requirements for those who desire to take up their studies in sacred theology. Suffice it to say that the Graduate Office at St. Bonaventure College, St. Bonaventure, N. Y., will gladly send a catalog and any further information to anyone interested.

But for the record be it mentioned that St. Bonaventure College was the first institution to offer courses in sacred theology for Sisters, and that, over 12 years ago. The first Sisters to be graduated from the School of Sacred Theology received their master degrees in 1943, after completing five summer sessions. In other words, St. Bonaventure College already had graduates from its School in 1943, the year St. Mary's School of Sacred Theology was founded.

*Librarian, St. Bonaventure College, St. Bonaventure, N. Y.



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Catholic Education News

(Continued from page 240)

Brother Sylvester's 50 Years

BROTHER SYLVESTER, F.S.C., dean of the staff of Christian Brothers College, St. Louis, Mo., observed his 50th anniversary as a Brother of the Christian Schools on August 5.

Students and alumni have known Brother Sylvester for many years as teacher; director of athletics, choral groups, debate teams, and public speaking classes; and especially as a zealous catechist.

Catholic educators remember him as a prominent speaker at N.C.E.A. meetings, at gatherings of the Confraternity of Christian Doctrine, and at conventions of the Catholic Library Association which he helped to launch in 1931. In 1946 and 1947 he was national director of Catholic Book Week.

Jubilee for Bishop Noll

MOST REV. JOHN F. NOLL, bishop of Fort Wayne, Ind., celebrated his episcopal silver jubilee on June 29. Bishop Noll founded *Our Sunday Visitor*, *The Family Digest*, the *Acolyte*, and the *Priest*. He wages a relentless war against secularism and filth in periodicals and movies.

Father Kenny's Fifty Years

REV. LAURENCE J. KENNY, S.J., of St. Louis University celebrated his fiftieth anniversary as a priest June 27. A full professor of history since 1911, he presently teaches a course on the American Catholic Church.

Twelve Marianists Celebrate

Twelve Brothers of the St. Louis Province Brothers of Mary celebrated their silver jubilees this year. Those commemorating their entrance into the Brothers of Mary are: FATHERS WALTER BUEHLER and EUGENE LAMB, and BROTHERS FRANK BECKER, JOSEPH BRUNS, ANTHONY GERHARDT, GEORGE KOHNEN, ALBERT MILLER, WILFRID MORAN, JOSEPH PROVENCHER, GERARD BUSCH, GERALD SCHNEPP, and ULRICH SCHUE.

Jubilee for Brother Kreipl

BROTHER ALOYSIUS KREIPL, S.M., of Dayton, Ohio, celebrated his fiftieth anniversary as a teaching Brother of the Society of Mary, July 6, at St. Michael's Church, Baltimore, Md.

Twins' Jubilee

SISTER ANNE PATRICK and SISTER ANNE PATRICIA, twin sisters who entered the Dominican order together 25 years ago, celebrated their silver jubilee together in Cincinnati in July.

HONORS AND APPOINTMENTS

C. U. Rector a Bishop

Rt. Rev. Msgr. Patrick J. McCormick, rector of the Catholic University of America, has been appointed an auxiliary bishop of the Archdiocese of Washington.

Msgr. McCormick, who is 69 years old, has been rector of Catholic University since 1943, the first alumnus of the school to become its rector. He had been acting rector on two occasions previous to his appointment.

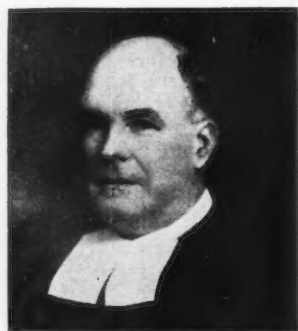
The bishop-elect was born in Norwich, Conn., studied at St. Joseph's Seminary, Dunwoodie, N. Y., and was ordained at Hartford in 1904. After a postgraduate course at Catholic University, he became superintendent of schools of the Diocese of Hartford. In 1910 he was appointed an instructor in education at C. U. and a year later received a Ph.D. degree. In 1929, the silver jubilee of his ordination, Pope Pius XI made him a



Bishop-Elect Patrick J. McCormick,
rector of the Catholic University of
America.



Most Rev. Karl J. Alter, New
Archbishop of Cincinnati.



Brother J. Sylvester, F.S.C.,
Christian Brothers' College,
St. Louis, Mo.

domestic prelate with the title of Rt. Rev. Msgr.

Before becoming rector, he was head of the department of education and dean of the Catholic Sisters College at the University. Bishop-elect McCormick holds the longest record of priests on the C. U. faculty. He has written much on education. Since 1921 he has been editor of *The Catholic Educational Review*.

New Archbishop of Cincinnati

Most Rev. Karl J. Alter, Bishop of Toledo, has been appointed Archbishop of Cincinnati.

The new archbishop was born in Toledo, Ohio, August 18, 1885, attended St. John University in Toledo and St. Mary Seminary in Cleveland, and was ordained in 1910. Not long after his ordination, he was appointed the first director of charities of the Diocese of Toledo. He was director of the National Catholic School of Social Service in Washington when he was appointed Bishop of Toledo. He is one of the original advocates of fact-finding boards for the settlement of labor disputes. He advocated the increase in minimum hourly wages, and the passage by Congress of a full employment bill, and promoted a national health program. He is episcopal chairman of the administrative board of the Catholic Hospital Association of the U. S. and Canada.

Changes in the Hierarchy

Most Rev. David F. Cunningham is the new auxiliary bishop of Syracuse, N. Y.

Most Rev. Thomas A. Connolly, who has been coadjutor bishop of Seattle, is the new bishop succeeding Most Rev. Gerald Shaughnessy, who died recently.

Most Rev. J. C. Cody, who has been coadjutor bishop of London, Ont., is the new bishop, succeeding Most Rev. J. T. Kidd, who died recently.

Most Rev. Leo J. Steck, auxiliary bishop of Salt Lake City, died recently.

29 C. U. Teachers Honored

Twenty-nine members of the faculty of the Catholic University of America who have served for 25 years or more have had the Benemerenti Medal conferred upon them by Pope Pius XII. The medals will be presented formally at the opening of the 1950-51 academic year.

Nun Heads New Rochelle College

MOTHER M. DOROTHEA DUNKERLEY is the first religious to become president of the College of New Rochelle, New Rochelle, N. Y. She succeeded Msgr. FRANCIS W. WALSH.

Father Poetker Honored

REV. ALBERT H. POETKER, S.J., former president of the University of Detroit, received an honorary LL.D. from Wayne University, Detroit, at the June Commencement. Dr. David D. Henry, president of Wayne University, conferred the degree upon Father Poetker, an outstanding research specialist in infra-red spectroscopy and molecular structure, not only for eminence in his specialty but also: "as a college administrator, he gave such outstanding leadership to the University of Detroit that he was called upon to serve that institution far beyond the customary term; in the mediation of labor disputes, he has acted with such fairness and open-mindedness that his services as mediator have repeatedly been sought, countless community projects have had his helpful service. Regional and national professional organizations have profited from his active participation."

Father Poetker now is teaching at Xavier University in Cincinnati.

(Continued on page 27A)



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Catholic Education News

(Continued from page 24A)

Theology Award to Jesuit

REV. JOHN COURTNEY MURRAY, S.J., received the 1950 Cardinal Spellman Award of the Catholic Theological Society of America at the society's convention in Washington during the summer.

Father O'Donnell Elected

REV. GEORGE A. O'DONNELL, S.J., dean of the Boston College Graduate School, was elected president of the New England Conference on Graduate Education at its annual meeting.

Heads Spaulding Institute

REV. JOHN M. SHIPMAN, C.S.V., director of the clerics of St. Viator Scholasticate in Davenport, Iowa, has been appointed rector-superior of Spaulding Institute, Peoria, Ill.

New C. U. Appointment

MSGR. EDWARD B. JORDAN, vice-rector of the Catholic University of America has been named director of studies of the ecclesiastical schools of the university.

Whitney Fellowship Winner

A Samoan law student, PETER TALI COLEMAN, 30, of Pago Pago, won a \$1,500 fellowship from the John Hay Whitney foundation. Coleman works eight hours a night as a U. S. Capitol building policeman to support his wife and five children. The awards are made to young U. S. citizens of exceptional promise who have not had full opportunity to develop their talents "because of arbitrary barriers."

Archbishop Lucey Studies Migrants

ARCHBISHOP ROBERT E. LUCEY of San Antonio, Tex., was one of the five men named by President Truman to study migratory labor in the United States, particularly Mexican migrants and the large number of illegal entries made by these people.

Dr. Witt Made Department Head

DR. J. C. WITT has been named head of the department of natural sciences and engineering at Lewis College, Chicago.

Father McInnis Now Editor

REV. JOSEPH E. MCINNIS, acting editor of the *Sante Fe Register* since April, has been named editor of the paper.

Interracialists Honored

Four men active in interracial work have been awarded the Pro Ecclesia et Pontifice medal. Three of them are Negroes: MACEO A. THOMAS, executive member of the Catholic Interracial Council; EMANUEL A. ROMERO, member of the Council's board of directors, and ELMO A. ANDERSON, one of the council's founders. The fourth man is GEORGE K. HUNTON, executive secretary of the Council.

Dr. Bird at Notre Dame

DR. OTTO BIRD, nationally known leader in the Great Books movement, has been named director of the new general program of liberal education which will be inaugurated this month at the University of Notre Dame.

American Citizenship Awards

The Commission of American Citizenship of the Catholic University of America has selected St. Gregory's elementary school in Philadelphia and Catholic Central High School, Springfield, Ohio, as winners of this year's Good Citizenship Award for distinguished civic activities. The Civics Club of St. Gregory's gave aid to

the residents of the Home for the Aged conducted by the Little Sisters of the Poor, collected Christmas cards for the children at the Salvation Army Home, gathered magazines for the patients at the naval hospital, and are close to success in their movement for a neighborhood playground.

The business English class of the Catholic Central High School, after learning of threatening Communistic opposition to the showing of the Cardinal Mindszenty film, "Guilty of Treason," wrote letters to the film producers, distributing agencies, local newspapers, clergymen of all creeds, and to all civic organizations in Springfield. The interest aroused brought about prompt exhibition of the film.

McGrath Honored by S.M.

J. HOWARD MCGRATH, Attorney General of the United States was named the nation's

outstanding Catholic layman by the Society of Mary during the closing ceremonies of the Marianist Triple Centennial at Dayton, Ohio, on May 17. He was awarded "The Medal of Mary."

Marianist Provincial Honored

VERY REV. WALTER C. TREDTIN, S.M., provincial of the Marianists' Province of the Pacific, including Hawaii, has received the honorary degree of doctor of laws at St. Mary's College in California.

Japanese Professor Visits U. S.

A Japanese professor of philosophy, Maseo Matsumoto, is making a study of leading departments of philosophy in the United States. Professor Matsumoto is professor of logic and metaphysics at the University of Keio in Tokyo.

(Continued on page 28A)

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Catholic Education News

(Continued from page 27A)

REQUIESCANT IN PACE

● **BROTHER ELWARN JOSEPH, F.S.C.**, business manager of Manhattan College, died June 26, at Grafton, N. Y., aged 55. Brother Joseph (Patrick Joseph O'Connor) was born at Bayonne, N. J. He held a number of important positions in his order.

● **MOST REV. FRANCIS MARTIN KELLY, 63**, retired bishop of Winona, Minn., died, June 24, in St. Mary's Hospital, Rochester, Minn. Bishop Kelly was born in Yucatan, Minn.

● **REV. GERARD B. DONNELLY, S.J.**, assistant professor of religion at St. Louis University, died July 12, at St. Louis, Mo. Father Donnelly was a former associate editor of *America*, national Jesuit weekly magazine, and was recognized as an authority on Eastern liturgy of the Catholic Church.

● **RT. REV. MSGR. PETER F. SHEWBRIDGE, 77**, pastor of St. Leo's Church, Chicago, died July 15. He founded St. Leo's High School in 1926.

● **HELEN M. GANEY**, noted teacher, author, and lay leader in Chicago, died July 3. She was awarded the Pro Ecclesia et Pontifice medal in 1946.

● **SISTER M. CESLAUS**, who joined the Dominican order 79 years ago, died at the age of 102 at Dubuque, Iowa. She was active in teaching work until 1926 when she retired.

● **SISTER M. EUPHRASIA, 84**, who served for 62 years as a member of the Sisters of St. Francis, died at the mother house, Dubuque, Iowa.

● **BROTHER CYRIL PAUL, F.S.C.**, teacher of classics and prefect of Manhattan Hall at Manhattan College, N. Y., died June 13.

● **REV. JOHN W. DUNN, C.M.**, 54, widely known authority on libraries, lecturer, and missionary, died June 5 in Brooklyn.

● **BROTHER ALVIN, C.F.X.**, died, July 2, at St. Joseph Juniorate, Peabody, Mass.

● **BROTHER GERVASIAN ANTHONY, F.S.C.**, a member of the Christian Brothers for 61 years, died, June 28, at Ocean City, N. J. He had served on the staff of the Philadelphia Protector at Phoenixville for the past eight years.

● **SISTER M. WALBURGA SCHAEFER, O.S.B.**, a member of the Benedictine order for 41 years, died June 29 at Springfield, Ill.

● **SISTER M. PATRICIA, B.V.M.**, died July 8 at Mount Carmel Infirmary, Dubuque, Iowa. She joined the Congregation of the Sisters of Charity B.V.M., May 24, 1897.

● **VERY REV. JOHN A. MCHUGH, O.P.**, a leading Catholic theologian in the United States, died on Easter Sunday. He was 69 years old and had been a priest for 45 years.

● **MOTHER M. ALEXINE GOSSELIN, 84**, foundress of the LaGrange community of the Sisters of St. Joseph in Chicago, died July 9. She celebrated her diamond jubilee in the order in 1945.

● **SISTER M. EUCHARIA CLARK, O.P.**, of the Sisters of St. Dominic of Amityville, L.I., died

June 22. She died at the age of 77 after 52 years of religious life.

● **SISTER M. ZITA**, a Sister of St. Francis for more than 62 years, died July 7 at Syracuse, N. Y.

RELIGIOUS ORDERS

Salvatorian Head Re-elected

VERY REV. JEROME JACOBS, S.D.S., has been re-elected head of the American Province of the Society of the Divine Saviour. The choice was made by the superior general of the Salvatorian Fathers and his consultors, all of whom reside in Rome.

Maryknoll Nun Returns to Japan

SISTER M. SUSANNA who has been assigned to a Maryknoll mission station in Japan is a native of Hokkaido, Japan. She came to Los Angeles in 1927 and worked with Japanese-speaking people until the beginning of World War II. After being interned three years she returned to her convent.

Chinese Religious Study in U. S.

MOTHER CHU and **MOTHER LI**, Chinese Religious of the Sacred Heart from Tokyo, Japan, are studying at Manhattanville College, N. Y.

Elect Franciscan Head

SISTER M. CEPHAS, dean of Marian College, Indianapolis, Ind., has been elected superior general of the Sisters of the Third Order of St. Francis at the mother house in Oldenburg, Ind.

New Augustinian Head

VERY REV. JOSEPH M. DOUGHERTY, O.S.A., was elected provincial of the Augustinian Fathers of the Eastern Province when the order assembled in chapter at the mother house at Villanova, Pa., during the week of June 19-22.

Mercy Sisters Superior

MOTHER M. ETHELREDA was elected mother superior of the Sisters of Mercy in canonical elections held July 15, at Hartford, Conn.



Cardinal Spellman congratulates Nancy Popper, 13, grand award winner in the American Automobile Association's National school safety poster contest. Right: Msgr. Voight, supt. of schools, Diocese of N. Y. Center background: J. R. Crossley, vice-president of the Automobile Club of New York.

Holy Cross General

VERY REV. CHRISTOPHER J. O'TOOLE, C.S.C., on July 28, was elected superior general of the Congregation of the Holy Cross. The election took place at the closing session of the general chapter of the Congregation at Rome, the first one held in Rome since 1869. He succeeds **VERY REV. ALBERT F. COUSINEAU, C.S.C.**, who has been superior general for 12 years.

Father O'Toole, for the past five years, has been assistant provincial of the Indiana province with headquarters at Notre Dame. Previously he was superior of Holy Cross College at Washington, D. C.

Heads La Crosse Dominican Monastery

MOTHER MARY OF THE IMMACULATE CONCEPTION, O.P., of the Dominican Nuns of the Perpetual Rosary of the Monastery of the Mother of God, West Springfield, Mass., has been named prioress of the Dominican Monastery at La Crosse, Wis. Mother Mary has been cloistered for more than twenty years.

Carmelite Nuns Open Vermont House

A monastery of cloistered Carmelite Nuns will be established in the Burlington, Vt., diocese late this fall. The Sisters will erect a monastery dedicated to Our Lady of Mount Carmel and a Shrine in honor of St. Therese of the Child Jesus, the Little Flower.

Carmelites to Hold Congress

Members of the Discalced Carmelite Third Order Secular are completing plans for a three-day national congress to be held in New York in October. The purpose of the congress will be to help give solemn observance of the 700th anniversary in 1951 of the apparitions of the Virgin Mary to St. Simon Stock. It was then that Mary gave the saint the Brown Scapular of Our Lady of Mt. Carmel.

Christian Brothers in Japan

A band of pioneer Christian Brothers is expected to arrive in Japan this fall to establish a school in the Yokohama Diocese. The arrival of this band will bring to 27 the number of new missionary societies to begin work in Japan since the end of World War II.

Marist Seminary for South Pacific

The Marists have volunteered to aid in setting up a major seminary for the native clergy in the North Solomons. **Rev. Leo Lemay, S.M.**, vice-provincial of the Marist Fathers at Boston will aid **Bishop Thomas J. Wade, S.M.**, vicar-apostolic of the North Solomon Islands, in the foundation of the seminary at Bougainville where 10 major seminarians from the Solomons and near-by New Guinea are awaiting Father Lemay's arrival in October. They will then take up their studies in sacred theology which were interrupted by the war.

Christian Brothers Meet in Rome

Forty-eight provincials and all other major superiors of the Brothers of the Christian Schools throughout the world met at the mother house in Rome early in June for the solemn triduum which opened the La Sallian year to honor their founder, St. John Baptist de La Salle.

COLLEGES & UNIVERSITIES

C.U. Rector Made Bishop

BISHOP-DESIGNATE PATRICK J. MCCORMICK, rector of the Catholic University of America will be consecrated early in September. He will

(Continued on page 30A)

BACKBONE

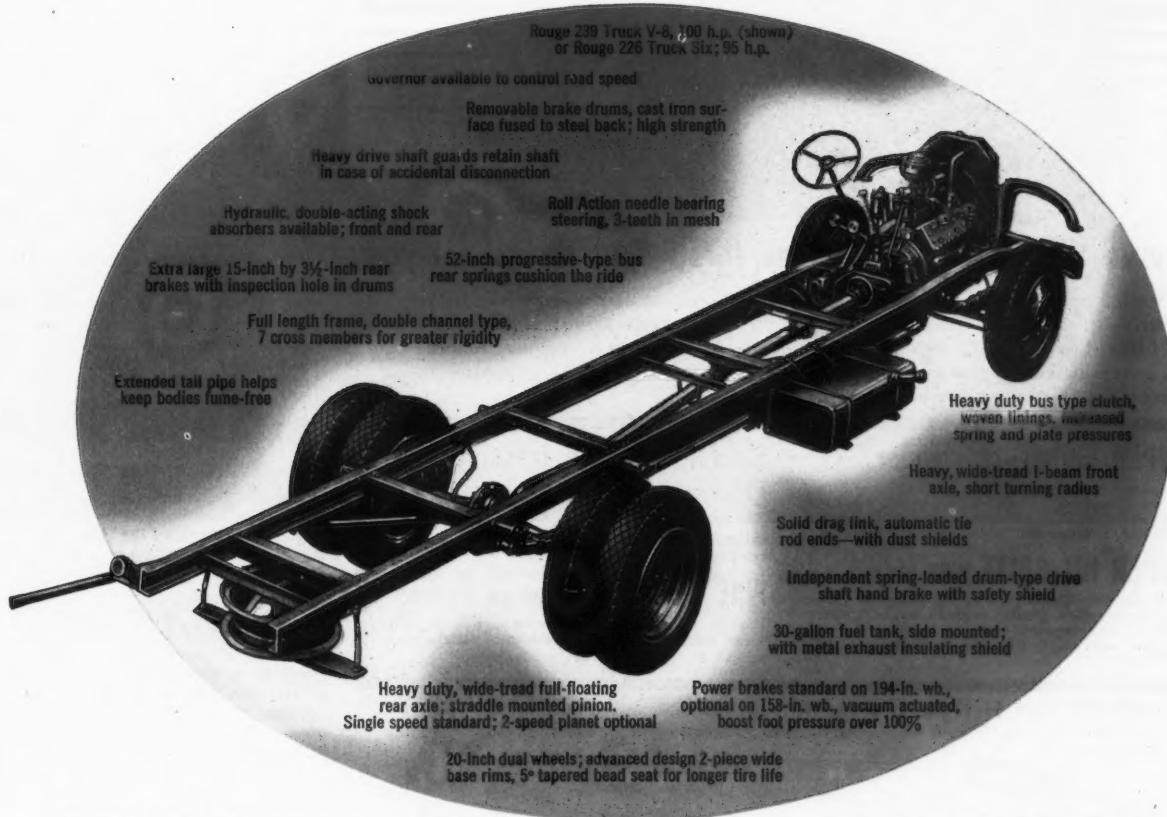
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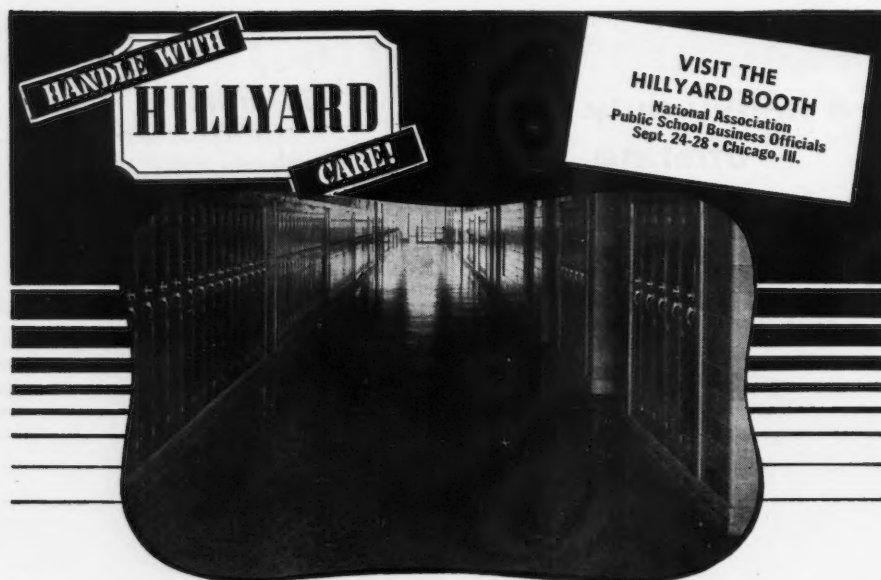
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Catholic Education News

(Continued from page 28A)

remain rector of the University although his elevation as titular bishop of Atenia and auxiliary bishop of Washington will transfer him from his native Diocese of Hartford, Conn., to the Washington archdiocese.

Writer's Daughter Heads New College

MOTHER CLARE MARION-CRAWFORD, daughter of the writer, Francis Marion Crawford, is the president of the Seisen Catholic University for Girls in Yokosuka, Japan, which opened recently. The University is directed by the Religious of the Sacred Heart.

New Fordham Education Dean

DR. THOMAS F. JORDAN joined the Fordham University School of Education as assistant dean on July 5. Dr. Jordan was formerly head of the education department of St. Vincent, Latrobe, Pa.

Buildings Returned to Salesians by Mexico

Two buildings that had been seized during the religious persecutions in the twenties by the Mexican government have been returned to the Salesian Fathers. More than 1000 ex-students of the Salesians who received their education in the old school buildings returned for the ceremonies.

St. Louis Offers B.A. in Music Therapy

Fontbonne College, St. Louis, Mo., will offer this fall, for the first time, a study program

leading to the degree of bachelor of arts in music therapy.

Radio Award to Loyola

Radio Station WWL of Loyola University, New Orleans, received the Safety Council's Public Interest award for "outstanding contributions" toward reducing New Orleans' traffic accidents during 1949.

C.U. at Nagoya Enlarged

The Catholic University of Nagoya, Japan, which was established last year with an enrollment of 398 and a staff of 54, now has 775 students and 72 faculty members. Philosophy, education, and sociology have been added to the original curriculum of English, French, German, and Chinese.

Elementary School Courses Set Up at Fontbonne

For the benefit of students who wish courses of study in preparation for the teaching profession at the elementary level, a special curriculum is being set up by Fontbonne College, St. Louis, leading to the degree of bachelor of arts. The plan provides for a major in education and a minor in philosophy. Students completing the curriculum are qualified for a Missouri State Certificate.

Medieval Studies at St. Louis U.

A graduate curriculum of medieval studies, emphasizing primarily the historical aspects of the Middle Ages, will be inaugurated by the department of history of St. Louis University in the fall semester. The curriculum is designed especially to equip teachers of medieval history and civilization, but it is also geared to aid students planning advanced research or scholarship in the field.

St. Bonaventure College Made University

St. Bonaventure College, St. Bonaventure, N. Y., has been notified by the New York Board of Regents to amend the school's charter changing the name from College to University. Very Rev. Juvenal Lalor, O.F.M., resident, was notified of the change.

Loyola Offers M.A. in English

Loyola University, Los Angeles, will offer graduate studies leading to a degree of master of arts this fall. Medieval literature and literary criticism will be the principal fields of research open to qualified graduate students. They will be supplemented by studies in bibliography and methods of literary history, as well as by standard courses in the periods and types of English and American literature.

Loras Graduate Studying in Norway

EARL G. DROESSLER, a Loras College graduate of 1942, is now studying in Oslo, Norway, under a Fulbright Scholarship Grant awarded him recently by the State Department. He had been acting head of the Geophysics Branch, Office of Naval Research, Navy Department, Washington, D. C.

Seton Hall Made University

Seton Hall College, South Orange, N. J., has been expanded to become the University of Seton Hall. The institution is 94 years old.

C.U. Scholarship

The Catholic University of America has announced an annual scholarship of \$1,800 (four years' tuition) open to Catholic men and women who are members of the graduating class of any high school. One scholarship will be offered in each archdiocesan province. Scholarships are available in the college of arts and sciences, the school of engineering and architecture, and the school of nursing.

(Continued on page 32A)



McKinley Grade School, Coffeyville, Kan. Architect: Thomas W. Williamson & Co., Topeka, Kan. Contractor: Charles Bennett Construction Co., Coffeyville, Kan.

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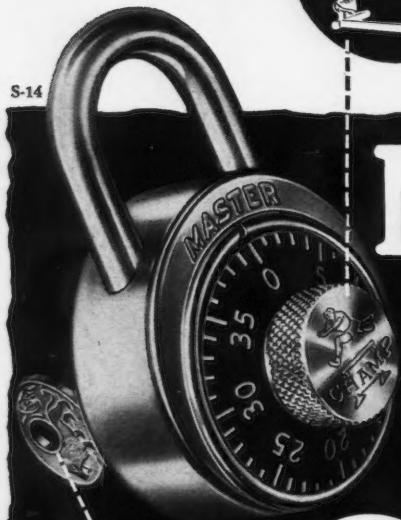
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Catholic Education News

(Continued from page 30A)

Annual Richard Lecture

The National Catholic Educational Association has announced the sponsorship of an annual lecture, to be given each November and to be called the Gabriel Richard Lecture. The lecture is named for Rev. Gabriel Richard, one of the pioneers of education in America. The first lecturer will be Dr. Ross J. S. Hoffman, of the Fordham University faculty. Dr. Hoffman will speak on "The Future of Freedom" at Detroit University. The lecture will be held at a different Catholic university or college each year.

DIOCESAN REPORTS

Diocese of Rochester

The Catholic education office of the Rochester Diocese has announced in its diocesan school report the early construction of three new education buildings and expansion of five others in Rochester Diocese, at a total estimated expense of \$1,281,420.

Diocese of Hartford

The most important development of the year in the Hartford Diocese was the opening of the Diocesan Teachers College in September of 1949. The college trains all Sisters who will teach and who belong to one of the seven communities whose mother houses are in the diocese. The college had 33 students in its first year. Several parochial schools were completed and

more are in the process of being built. A high school was also added to the diocesan school system.

Philadelphia Report

The fifty-fifth annual report of the diocesan superintendent of schools of the Archdiocese of Philadelphia for the year ending June 30, 1949, was published since the June issue of THE CATHOLIC SCHOOL JOURNAL went to press.

The Philadelphia Archdiocese is facing the same problem of steadily increasing enrollment in the grades that exists all over the country, and war children now in the grades will soon create the same problem in high schools.

Three new parish schools were opened during the 1948-49 school year bringing the total to 338 schools in the Philadelphia Archdiocese, with a total enrollment of 163,801, an increase of 6500 over the previous year.

The shortage of teachers still continues but a slight increase in vocations has been noted. The report advised teachers to increase their fervor in fostering vocations.

EDUCATIONAL MEETINGS

"Conveniat" Held at Louisville

The "Conveniat" or annual gathering of the alumni of the University of Innsbruck, Austria, was held at Louisville, Ky., July 25, 26, 27. Priests who once attended the Innsbruck institute came from all parts of the U. S. for the meeting.

Pax Romana Congress

More than 700 Catholic students and alumni from all parts of the world took part in the 21st Pax Romana Congress in Amsterdam, August 19-26. The general theme of the convocation this year was "The Co-operation of the intellectual in the work of the Redemption."

Bernardine Nuns Hold Institute

The Bernardine Sisters held their annual educational institute at Mount Alvernia, Reading, Pa., July 10. The theme of the meeting was "Religion, the Soul of the Curriculum."

St. Joseph Sisters Meet

The Sisters of St. Joseph of Carondelet met at their twelfth national meeting of their educational conference, held in St. Louis, Mo., at Fontbonne College on April 15 and 16. The theme, "Training for Christian Citizenship," was discussed in panels on four levels of education, college, school of nursing, secondary school, and elementary school, by representatives of the five provinces of St. Joseph Sisters, with a total of 3600 nuns attending.

Temple Reading Clinic

The Eighth Annual Reading Institute at Temple University has been announced for the week of January 29 to February 2, 1951. Another three-year program of one-week institutes has been announced by the Reading Clinic Staff of Temple University: 1951: Systematic Instruction in Reading (Jan. 29-Feb. 2); 1952: Prevention and Correction of Reading Difficulties (Jan. 28-Feb. 1); 1953: Curriculum Approach to Reading Instruction (Feb. 3-Feb. 6).

SIGNIFICANT BITS OF NEWS

Ask for Protestant Schools

The annual meeting of the Baptist General Conference of America was the occasion for a request for the establishment of interdenominational Protestant elementary and high schools throughout the United States. The step is thought necessary because Christianity cannot be taught in public schools.

Eucharistic Congress Postponed

The Eucharistic Congress, originally scheduled for August in Rimouski, Quebec, has been postponed until 1952 because of the huge fire which destroyed more than a third of the city.

(Continued on page 36A)



Berger Steel Wardrobes are Recessed in Classroom Walls of West Palm Beach Academy

Rosarian Academy, West Palm Beach, Florida, offers its pupils all the advantages of attractive, spacious surroundings, fine buildings and modern equipment. Berger Steel Wardrobes, for example, help keep the Academy's bright classrooms as neat and tidy as its well-groomed grounds.

The Academy is one of hundreds more Catholic schools throughout the nation which rely on Berger service to solve all their storage equipment problems. Long experience has taught Berger the specialized needs of parish school, of university and seminary and of other institutions.

As a result, Berger representatives work closely with pastors, diocesan officials, superiors of religious orders—and their architects—during all stages of school planning and construction. Berger service begins when the school still is in the planning stage, and follows through until the final locker bolt is tightened in its place.

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New Books of Value to Teachers

Our Teachers Mold Our Nation's Future

By Geraldine Saltzberg. Cloth, 204 pp., \$2.25. The Macmillan Co., New York, N. Y.

By the author's own statement "This book stresses and illustrates through 'case histories' those basic principles by which all teachers should be guided in instructing their pupils, whether they be teachers of language, mathematics, science, health, fine arts, commercial subjects, or some subjects not yet part of our school curricula." The book derives its title and the front-cover symbol (a large protective hand holding in its palm a small boy and a small girl) from the Advertising Council's campaign to promote better schools.

This excellent book might well be used as a help toward pointing up all effort made in the classroom to defining one's purpose, toward clarifying the ultimate objective of not only teaching but of all effort. The author laments the fact that what practically all parents expect of the school is such education and such training of their sons and daughters as will enable these children of theirs to earn a living, placing that requirement first on their list. Miss Saltzberg says boldly that even in the days when colleges, for instance, devoted their energies to the intellectual training of a liberal arts program, strictly so understood, "little or no conscious attempt was made to show students how to apply the wisdom contained in these books to their daily lives; scholarship was the aim, and not efficiency in living; mental development was the aim, and not moral, ethical, or spiritual growth" (p. 3).

How certainly the teacher teaches by what he is rather than by what he says or does becomes the theme running through the entire book. "No matter what the subject taught, the teacher teaches his true self, even when he has no awareness that he is so doing" (p. 8). And while there is nowhere any distinct reference to religion, there is always a consciousness of the importance of the individual, a recognition of his higher destiny, and an assumption of the obligation to actualize all of one's potentialities, both teacher and taught.

"The ultimate end of obedience is for the individual to have himself under such excellent self-control that he responds automatically to his highest and truest self" (p. 41).

There is a fine attitude of fellowship and true brotherhood in a chapter entitled "Practicing Human Brotherhood." In fact, one senses that genuine love for all men throughout the book. "The whole class concentrates on the fact that the pooled knowledge of all nations has brought a benefit to all nations" (p. 63). "Parents, teachers, and boys and girls themselves all share in educating youth for democratic living through self-discipline. America needs self-disciplined men and women. Since obedience is the basis of self-discipline, it is obvious that parents have a responsibility toward this first phase of training" (p. 68).

Climaxing the constant stress upon proper motivation, the author says, "Whatever the written work may be, what will make it an experience of growth is the pupil's attitude toward the lesson. Once again, it is not so much the actual subject matter of the lesson as it is the habits the pupils acquire through doing the lesson" (p. 88).

The book is closed off with a set of ten commandments for teachers, the first of which is, "You shall teach a pupil and not a subject." On the very last page is a "Tribute to the Teacher" by Joy Elmer Morgan. *Our Teachers Mold our Nation's Future* should be a very helpful volume for hints on classroom management; the case histories are well chosen and have, according to the author's own statement, been

selected from the actual experiences of teachers in the classroom.—*Sister Mary Charitas, S.S.N.D., Mount Mary College, Milwaukee, Wis.*

How to Educate Human Beings

By Edward A. Fitzpatrick. Cloth, 190 pp., \$2.75. The Bruce Publishing Co., Milwaukee 1, Wis., 1950.

Dr. Fitzpatrick insists on education of the whole man, the human being. He examines present-day tendencies in collegiate education, compares them with those of past systems, and discusses objectives. He diagnoses the prevailing educational disease as credititis. He hopes that parents and especially students will read the book in order to appreciate their own responsibility for their education. Self-education, he insists, is the kind of education that we need.

The Eucharist and Christian Life

Adapted from the original work of the late Isidor Cardinal Gomá, primate of Spain and archbishop of Toledo, by Aloysius J. Willinger, C.Ss.R., D.D., coadjutor bishop of Monterey-Fresno. Cloth, 235 pp., \$2. St. Anthony's Guild, 508 Marshall St., Paterson, N. J.

This book, an adaptation of the original work of the late Isidor Cardinal Gomá, primate of Spain and archbishop of Toledo, beautifully draws attention to the fact that it is through the Holy Eucharist—the center of Christian life—that man is transformed into God, and that through the Blessed Sacrament he will attain his last end: to see and enjoy God directly. In this volume, Part I of the original work, Bishop Willinger presents Gomá's concept of divine life in its relation to the Holy Eucharist and discusses the Holy Eucharist as a Sacrament, a Sacrifice, and Communion. Priests, religious, and laymen will develop a greater reverence for the Blessed Sacrament and a deeper appreciation of their religion after reading this book.

And Madly Teach

By Mortimer Smith. Cloth, 107 pp., \$2. Henry Regnery Co., Chicago, Ill.

This book summarizes the viewpoints of a former member of a city board of education concerning the schools with which he came into contact in his own community and in the New England states. While the author speaks of himself as a layman, he has remarkable insight into the underlying philosophy and the present program of public education in the United States. He feels that, whereas educators declare that the whole child must be trained so as to meet the developmental demands of the intellectual, physical, emotional, and spiritual sides of the child's nature, they fail to do

so particularly on the spiritual side. There is too much indefiniteness in the objective of "growth" and too broad a generalization in the objective of good citizenship. The secularism which has been imposed by law and by certain philosophers fails to provide a balanced program, and there is growing up slowly but surely, a complete illiteracy with respect to religion and to an extent, with respect to the moral principles based on religion.

The school at present is strongly in danger of placing the achievement of social purposes ahead of the development of the individual as a moral, social and economic person. It is in danger of serving the purposes of the state directly rather than the individual.

While the book is clearly pessimistic and offers remedies for the present shortcomings of the schools by implication only, it provides a perspective against which the Catholic educator can judge his own schools, their philosophy, and the definite value of their curriculum and methods.

Philosophical Physics

By Vincent Edward Smith. Cloth, 512 pp., \$4. Harper & Brothers, New York, N. Y.

This book provides a basic study of the philosophy of nature; it is a study of motion, and of its causes and principles which enable the philosopher and the scientist to interpret modern scientific data. The book is strong evidence of the modern soundness of scholastic philosophy for it applies its findings not only to the deeper aspects of the older physics but also to the modern atomic physics. While the work probably will find its widest use as a text in advanced college classes, the manner of presentation is without the formality and the archaic language that have successfully prevented the educated reader from enjoying the older books in the field of scholastic philosophy. Like all of Father Smith's writings, the work is distinguished by sharply accurate terminology and keen logic. His discussion of modern thinking on modern problems as the constitution of matter, relativity, time, and extensalist philosophy is satisfying as it is revealing.

Catholic Social Thought

By Melvin J. Williams. Cloth, 582 pp., \$5. Ronald Press, New York, N. Y.

This book reviews Catholic thought on society and social questions from the early Renaissance period to the present, always with the purpose of showing its approach to and its usefulness in solving current problems and promoting the betterment of men and social institutions.

As Father Furfey says in the foreword, the fact that the author is not a Catholic, but is a social scientist who is completely factual and objective in his approach to and his recital of Catholic principles and convictions, has an advantage for the Catholic reader. Even if here and there a Catholic scholar would hesitate to advance certain points or interpretations, the writer's complete objectivity brings out the strength of the Catholic position, of the eternal truth of the doctrinal and ethical basis of our social philosophy and theology.

The book, which is astonishingly comprehensive includes in five parts: (1) an outline of the historic and philosophical backgrounds of Catholic social thought; (2) a summary of Catholic contributions to general sociological theory; (3) the cultural and historic aspects of contemporary Catholic social theory; (4) the implications and trends in current Catholic economic, political, and legal thought; (5) the Catholic applications of sociological theory to



Catholic Book Week, 1950, at St. Thomas Aquinas School, Reno, Nevada. Dominican Sisters are in charge.

(Continued on page 38A)

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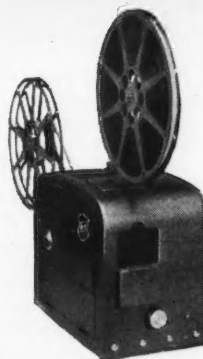
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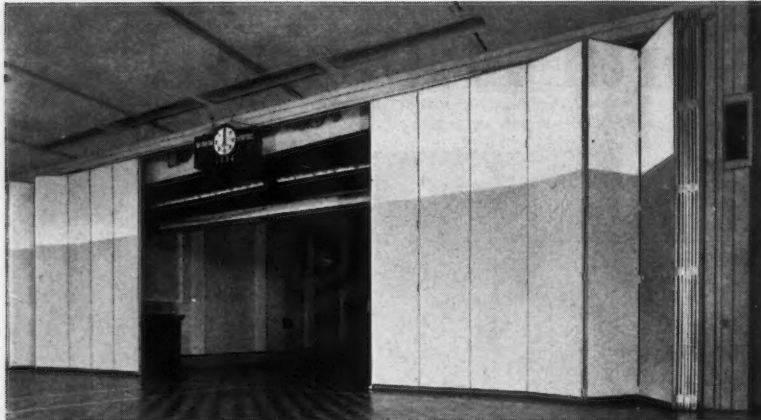
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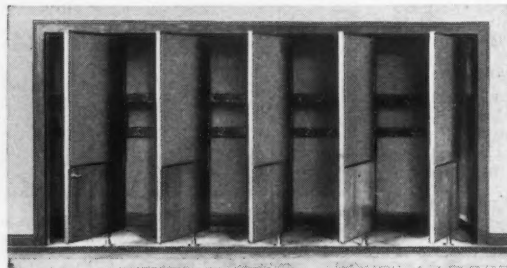
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Catholic Education News

(Continued from page 32A)

Nearly 28 Million U. S. Catholics

There are now 27,766,141 Catholics in the United States, Alaska, and Hawaii, according to statistics in the 1950 edition of the *Official Catholic Directory*. The *Directory* estimates that there are 4,750,956 students under Catholic instruction including those children attending part-time instruction classes and those in orphanages and other institutions.

SCHOOL NEWS

Red Cross Program in Schools

More than 17,000 students in 38 Brooklyn Catholic high and elementary schools received special training in safety under the Junior Accident Prevention program instituted by the Brooklyn Red Cross Chapter. Ranging from first graders to high school seniors, the youngsters received general informational material pertaining to safety and, in the upper grades, many of them participated in regulation courses leading to issuance of Red Cross certificates.

Agriculture in Catholic High School

Xavier High School at Dyersville, Iowa, according to a recent announcement, is offering courses in vocational agriculture and animal husbandry. Three instructors, educated at Iowa State (Agriculture) College, will teach these courses.

This is part of the solution to the school situation at Dyersville, which, last spring, resulted in an attempt to transfer Xavier High School from parochial to public status. The school now remains a parish institution. It is the only high school in a community of about 2700 population, more than 97 per cent of which is Catholic.

CONTESTS

Jesuit School Student Wins Contest

JOHNNY STACER, a student at Jesuit High School, Dallas, Tex., topped about 18,000 high school students in 404 schools throughout the country in his essay, "Selling as a Career" in the third annual contest sponsored by the National Sales Executives, Inc. He also won top honors in the local competition.

Lippincott Contest

J. B. Lippincott Co., book publishers, and the magazine *Seventeen* have announced their co-sponsorship of a literary prize competition with prizes totaling \$3,500 for manuscripts of a maturely conceived novel for young people. The aim of the contest is to encourage the writing of novels of high quality for adolescents, with modern settings, which honestly and thoughtfully depict the growing-up experiences and the problems of today's teen agers.

The closing date for the submission of manuscripts is March 1, 1951. All manuscripts should be addressed to Lippincott-Seventeen Prize Novel Contest, East Washington Square, Philadelphia 5, Pa. Details may be obtained by writing to the same address.

Science Talent Search

Announcement of the 1951 Science Talent Search has been made. Seniors of the 1951 high school graduating classes who can meet college requirements at graduation are eligible. Eleven thousand dollars in scholarships and trips to Washington will be awarded to the forty winners. Information is available from *Science Clubs of America*, 1719 N Street N.W., Washington 6, D. C.

(Concluded on page 37A)

Catholic Education News

(Concluded from page 36A)

Soap Sculpture Exhibition

An exhibition of sculptures carved in white soap by amateurs of all ages from all parts of the country and Hawaii, Canada, and the Canal Zone, opened in the American Museum of Natural History in New York City, last June. Subsequently the sculpture has gone on tour to schools, libraries, and other community centers throughout the country. The exhibition is sponsored by the National Soap Sculpture Committee.

PUBLIC SCHOOL RELATIONS

Bar Bus Law Petition

A petition to place a referendum on the November election ballot for the repeal of a recent law guaranteeing bus transportation to parochial school students has been declared unlawful in Boston. The attorney general stated that according to the state constitution "no law that relates to religion, religious practices, or religious institutions . . . shall be the subject of a referendum petition."

Leaves for Religious Study Banned

According to a decision of the attorney general's office in Frankfort, Ky., a public school teacher cannot be given a leave of absence to do research work in religious education under the direction of a church board. Kentucky law allows leaves to be granted for one or two years only "for educational or professional purposes." Since religion is not part of the common school curriculum, time cannot be granted for its study.

NEA Against Private School Aid

The National Education Association openly stated its opposition to all forms of aid to private schools at its convention in St. Louis in July. The NEA has clearly indicated that it would rather see the demise of federal aid to education as a whole than allow funds to be used to "either the direct or the indirect support" of nonpublic institutions.

USED POSTAGE STAMPS

Many missionary organizations appeal for used postage stamps, and many teachers in Catholic schools collect them from the children and forward them to various organizations.

Strange as it may seem to the uninitiated, these canceled stamps have a considerable cash value on the market and thus provide funds for the missions. One missionary whose work has benefited from sales of canceled stamps is Rev. Charles J. Gable, pastor of St. Peter's Mission, Greenville, N. C.

When tearing off the stamped corner of an envelope for this purpose, be sure to leave about a quarter of an inch margin of paper around the stamp.

COMING CONVENTIONS

Sept. 3-8. American Chemical Society at Chicago, Ill. Headquarters: Stevens Hotel. Secretary: A. H. Emory, 1155 16th St., N.W., Washington 6, D. C.

Sept. 12-14. Confraternity of Christian Doctrine, Province of Omaha, Neb., at Grand Island, Neb. Chairman: Very Rev. Francis J. Tachida, St. James Rectory, Kearney, Neb.

Sept. 21-22. Annual Teachers Conference at Rochester, N. Y. Headquarters: Superintendent's Office, 50 Chestnut St. Secretary: Rev. Charles J. Mahoney, Ph.D., Supt. of Catholic Schools, Diocese of Rochester, N. Y.

Sept. 21-22. Idaho Education Association, District Meeting at Arco, Idaho. Headquarters: undetermined. Chairman: Supt. E. F. Larsen, Arco, Idaho.



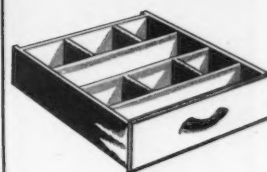
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Sept. 21-22. Milwaukee Archdiocesan Schools at Milwaukee, Wis. Headquarters: Milwaukee Auditorium. Chairman: Very Rev. Msgr. E. J. Goebel, 437 W. Galena St., Milwaukee.

Sept. 21-23. National Graphic Arts Education Association, at Chicago, Ill. Headquarters: Sherman Hotel. Secretary: Fred J. Hartman, Washington, D. C.

Sept. 23-25. Confraternity of Christian Doctrine (Regional) at Saskatoon, Saskatchewan, Canada. Headquarters: undetermined. Chairman: Rev. G. E. Provost, Rosetown, Saskatchewan.

Sept. 25-26. Idaho Education Association (Pocatello District) at Pocatello, Idaho. Headquarters: undetermined. Chairman: C. O. Simpson, Supt. of Schools, Malad, Idaho.

Sept. 29. New York State Teachers Association (Northern Zone) at Potsdam, N. Y. Headquarters: State Teachers College. Secretary: Victor Minotti, State Teachers College, Potsdam.

Sept. 29. New York State Teachers Association (North Central Zone) at Watertown, N. Y. Headquarters: South Junior High School. Secretary: Mrs. G. O'Leary, Clayton Central School, Watertown, N. Y.

Sept. 29-30. Ohio Vocational Association at Columbus, Ohio. Headquarters: Hotels Chittenden & Fort Hayes. Secretary: George L. Brandon, 102 Annex D, 12th Ave., Ohio State University, Columbus 10, Ohio.

Sept. 29-30. Archdiocese of Baltimore Teachers' Institute at Baltimore, Md. Headquarters: Seton High School. Chairman: Rev. Dr. Leo McCormick, Supt. of Schools, 330 N. Charles St., Baltimore.

Sept. 29-Oct. 1. Confraternity of Christian Doctrine, Province of Portland, Ore., at Butte, Mont. Chairman: Rev. Charles W. McCarthy, St. Michael's Parish, Drummond, Mont.



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New Books

(Continued from page 34A)

current social service, to criminology, penology, etc.

The book which is a distinct contribution to Catholic literature of a field in which magnificent progress is being made in leading Catholic universities, should inspire further detailed study and writing of especially current economical, political, and social-service problems and their solution on the basis of Catholic philosophy.

The Life of Jesus Christ

By Maurice Meschler, S.J. Translated by Sister Mary Margaret, O.S.B. Cloth, Vol. I, 543 pp., Vol. II, 561 pp. B. Herder Book Co., St. Louis 2, Mo.

Someone has said wisely that the simple biblical account of the life of Christ is an inexhaustible source of religious reflection and consolation, and that meditations based on the sayings and deeds of our Lord inevitably provide material of the most profound kind on every aspect of doctrinal and moral theology.

Father Meschler's book has been widely used in the German original and this translation should be welcomed as offering a rich source of recollection and prayer. The author has a profound insight into the meaning of the mysteries of the life and passion of Christ and he provides endless means of truly living with Christ and showing in a way at least His love, His sorrows, His final glory.

The translation is competent and dignified; the publisher has provided a suitable format and durable binding.

The Church and the New Testament

By Rev. Sebastian Bullough, O.P. Cloth, 257 pp., \$2.75. The Newman Press, Westminster, Md.

The author's purpose in writing this Scripture textbook is to acquaint the student with the Acts of the Apostles, to develop his understanding and appreciation of them, and to encourage his reading of the actual Bible text. The book is intended as a study aid for the Bible, not as a substitute for it, and is directed toward British 14-year-old boys and girls. To assure easy understanding of his interpretations, Father Bullough has divided each of the 24 exegetical sections into three parts: (a) significance, (b) the story, and (c) details. The author includes a brief, but necessary historical background covering the Roman Empire, Greek culture, and Judaism. Five thorough indices are provided along with 11 illustrations and three maps. As an aid and tentative schedule for teachers, the author has divided the textbook into work for 50 classes. The book has been edited by Very Rev. Msgr. John M. T. Barton, English Consultor of the Pontifical Biblical Commission. The foreword has been written by His Grace, the Archbishop of Westminster.

Fundamental Accounting: Theory and Practice

By Stanley B. Tunick and Emanuel Saxe. Cloth, 924 pp., \$5. Prentice-Hall, Inc., New York, N. Y.

This is a comprehensive college text addressed to the advanced student preparing for certification as a professional accountant. The book is written from the standpoint both of the professional to whom it is directly addressed and the practical accountant engaged in an industry or business office, who must solve practical problems and adjust his accounting to all modern needs of business.

Considerable space is given to corporate accounting, to the problems of initiating or dissolving a partnership, to insurance, and finally corporation accounting, and to such growing problems as budgeting, insurance accounting,

and tax accounting. The principles of accounting theory are stated in a factual rather than highly theoretical or philosophical form. The appendix contains questions, problems, and work assignments taken from actual business situations. The present edition of the book includes numerous minor changes suggested by users in practical business situations.

One Hundred Years

By Rev. Peter A. Resch, S.M. Paper, 32 pp. Brothers of Mary, Kirkwood, Mo.

The inspiring story of the beginnings and achievements of the Brothers of Mary, since their coming to Cincinnati in 1847 is told in one hundred brief, factual paragraphs. Former students of the Brothers' high schools and colleges will understand that the author is too modest to suggest the high quality of work done for education and religion by the Brothers of Mary.

A Tale of Two Cities

By Charles Dickens. Edited by Ethel C. Youngham. Cloth, 317 pp., \$1.56. Harcourt, Brace & Co., New York, N. Y.

This edition of Dickens' famous story of the French Revolution has been competently abbreviated to eliminate lengthy descriptions and unnecessary dialogue which does not contribute to the essential unity and completeness of the story. The introduction provides considerable information on the social, political, and economic conditions of France during the decades previous to the Revolution. The editor makes the usual mistake of not distinguishing between the few bishops of the Church who were under the control of the king and the nobility, as against the vast number of priests who worked against the evils of the day and who fought for the improvement of the lot of the common man, particularly in the rural areas.

(Continued on page 40A)

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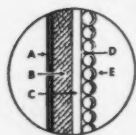


Illustration on screen from S.V.E. filmstrip, "Biology of Spiders"

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New Books

(Continued from page 38A)

Die Juwelen

By W. M. Dutton. Paper, 99 pp. D. C. Heath & Co., Boston, Mass.

These nine brief stories taken from present-day life in Germany are intended for second-year classes. Questions intended to test the readers' understanding of the stories and to provide material for oral practice follow each yarn. The vocabulary is complete.

A Second Course in Algebra (2nd Rev.)

By Lennes & Maucker. Cloth, 538 pp., illus., \$2.48. The Macmillan Company, New York 11, N. Y., 1950.

A practical, teachable book that clarifies algebraic ideas for the whole class, provides a simple core course for average students and supplementary work for those with greater mathematical insight. The explanations are remarkably clear.

A new feature is the page at the beginning of each chapter called the target which tells the student what he may expect to learn and a similar page at the end entitled "Did we hit the target?"

Arithmetic for Young America (Rev. Ed.)

By Clark and others. Six books, grades 3 to 8, each \$1.52. World Book Co., Yonkers, N. Y.

These illustrated textbooks emphasize modern needs for mathematics and number competence for daily living. They are planned to give the pupil self-reliance. Individual differences are met by remedial and review work for those whom the diagnostic tests show to be weak. There is a concise teacher's manual for each book.

Our Lady Stakes a Claim

By Sister Mary Agnesine, S.S.N.D. Cloth, 230 pp., \$3. Published by the School Sisters of Notre Dame, Mankato, Minn.

The School Sisters of Notre Dame have made a large contribution to the religious pioneering of the great middle west. Coming to Wisconsin in 1847, groups moved into Illinois, Indiana, and Missouri; and Missions were established as early as 1865 in Minnesota and Iowa. Wherever they went, the Sisters were a part of the founding of parishes and schools, and they shared with the early clergy the privations and dangers, the cold and the insufficient housing,

the limited diets, and the lack of medical service which beset the early settlers. Their superiors worried over absolutely minimum incomes and shouldered impossible debts. It was complete devotion to the twin causes of Church and school that enabled them to overcome the difficulties of huge classes and limited teaching tools. All along, they worked to improve the professional training of their members and to build up the scholastic quality of their schools.

This book tells the story of the Sisters and their achievements in their Northwestern Province, which now includes Minnesota, Iowa, the Dakotas, and Washington. The early chapters outline the pioneer work done up to 1912, and the main sections are devoted to the great period of development which followed the opening of the Winona mother house. Sister Agnesine writes principally for her own Sisters and for the friends of the Order, and tells both the general story and the individual life stories of the great leaders—Mother Isidore, Mother Andrina, and lately, Mother Annunciate. She has a keen insight into the human aspects of the lives of the Sisters, of their relations to their benefactors, and of their struggles with the everyday difficulties of living. If the book has no startling revelations of battles with authority, it is simply because the Sisters worked under very competent and sympathetic ecclesiastical authorities and themselves did their work in the spirit of religion and charity. The volume is beautifully printed and well illustrated.

Sisters of Saint Joseph of Philadelphia

By Sister Maria Kostka Logue. Cloth, 415 pp., \$5. Newman Press, Westminster, Md.

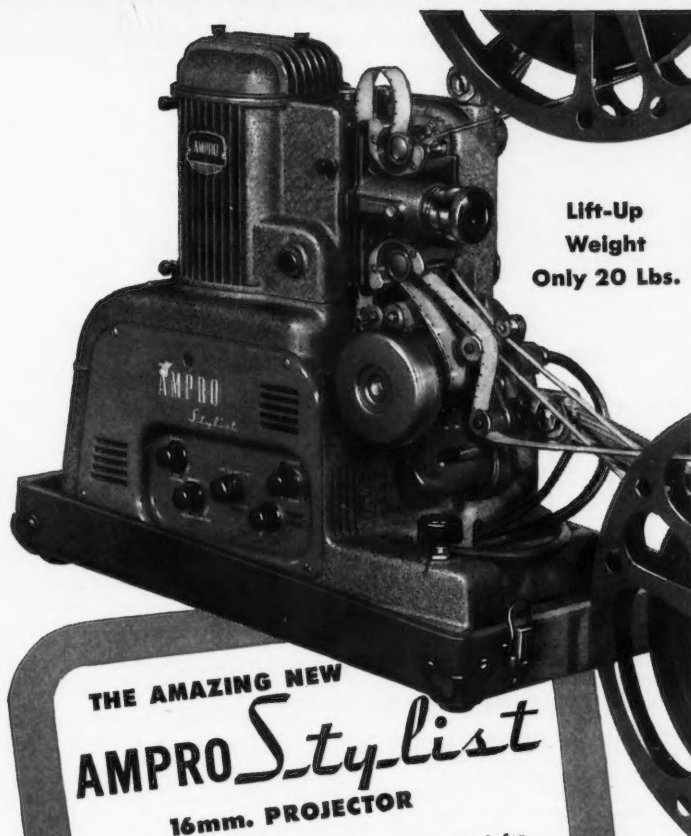
This competently written and carefully annotated history of the Sisters of St. Joseph of Philadelphia unfolds the history of the beginnings, the early struggles, and the magnificent successes of the French Sisters of St. Joseph, who arrived in St. Louis in 1847. Except for a brief review of the beginnings of the Sisters in the Middle West, the story actually begins with the establishment of the mother house in Philadelphia, in 1854. From the first the small band of Sisters exhibited an immense religious zeal and competence in teaching, hospital work, and the care of unfortunate children. The growth in the number of missions and institutions to 128 in 1947, no less than the increase in the number of Sisters to 1900 in the same year, are only outward signs of the spread and the high quality of the religious and charitable

(Continued on page 42A)



Three Juvenile Jury Children at Second Annual Juvenile Jury Art Contest.
Left to Right: Jerry Weisbard, Joseph Grumbacher, Patti Milligan,
Stanley Grumbacher, and Laura Mangels.

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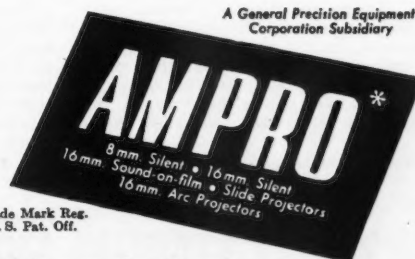
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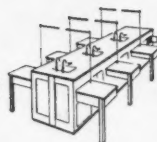
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New Books

(Continued from page 40A)

work in seaboard states south of New York.

The author tells the story with great restraint, and with more objectivity than is usually found in similar works. She makes clear the achievements and problems of the chief periods of establishment, growth, and expansion of the Order. The immediate accounts of happenings centers around the administrations of the several mothers general, of whom Mother Mary John Kieran and Mother Clement were perhaps the most remarkable enterprisers and builders. Because there is so much to tell about beginnings and the tasks of consolidating gains, there is little opportunity for the book to describe the character of the curricula or the methods used by the Sisters in their early schools.

The book is a valuable addition to the history of the Church in America and particularly of achievements of a great Sisterhood.

Education for International Understanding

Edited by Rev. Robert C. Hartnett, S.J. 46 pp., paper, 25 cents. America Press, New York 17, N. Y.

This pamphlet takes the reader through four fundamental topics of the theme "education for international understanding," which was the theme of the National Catholic Educational Association convention this year.

Women's Home Companion Cook Book — 1950 Edition

Edited by Dorothy Kirk, 978 pp., illus., \$3.95. P. F. Collier & Son Corp., New York, 1950.

This is an excellent cookbook for the woman who has had some cooking experience. It contains recipes ranging from simple grilled vegetarian dinners to elaborate buffet dinners.

The recipes are predominantly for the cook who does not have to pinch pennies, but there are many helps for the budget conscious housewife.

There is no trend to one nationality among the recipes. The breads in particular are from almost every nation in the world.

The recipes are clear and very explicit in the more difficult phases. The book is bound in a moisture-proof material that will stand hard kitchen wear.

Lumen Vitae (Vol. V, No. I)

A quarterly, edited by the International Center for Studies in Religious Education, 27 Rue de Spa, Brussels, Belgium. Subscriptions from the U. S. (\$4 per year) may be sent to: Rev. A. Verhoosel, Xavier High School, 30 W. 16th St., New York 11, N. Y. A copy of this number may be obtained for \$1.50 from The Catechetical Guild, 147 E. 5th St., St. Paul 1, Minn.

Each number of this review is devoted to a special subject. The present issue (238 pages) is a symposium on State Schools and Christian Education. Contributors from England, France, Belgium, Germany, Italy, New Zealand, South America, and other regions examine the effects of nonreligious or antireligious state schools upon children and youth.

The next issue of *Lumen Vitae*, which should be off the press when this notice is published, will be devoted to the Catechism (lessons and textbooks).

Basic Mathematics for General Education

By Trimble, Bolser, and Wade. Cloth, 327 pp., illus., \$3.25. Prentice-Hall Inc., New York 11, N. Y., 1950.

This book is the outgrowth of a required course in mathematics for general education developed and taught by the authors at Florida State University. It is "slanted toward those college freshmen who lack the quantitative

know-how to grapple effectively with modern courses in the social sciences and the natural sciences."

Written in simple, conversational style the book is well suited to its purpose and should also be a logical choice of textbook for self-education by students who wish to improve their mathematical efficiency without a teacher.

The Film Book for Education, Business, and Industry

By Wm. H. Wilson and Kenneth B. Haas. Cloth, 269 pp., illus., \$4.65. Prentice-Hall, Inc., New York 11, N. Y., 1950.

After sketching the practical uses of films and how to use them, we find a lot of information on producing and distributing films. The result is a fairly complete picture of the film industry, and its patrons.

Richer Living

By Steward E. Daw and Vivian W. Lundberg. Cloth, 315 pp., \$1.56. Beckley-Cardy Co., Chicago, Ill.

This fifth-grade social studies book contains sections dealing with interdependence of communities, health, nature, and science, early American history, safety, and life in Latin American countries. Its intention is to teach young readers how other people live effectively in groups and how they enjoy their natural environment.

Main Services at Holy Week and Glorious Resurrection (Greek Rite)

By Julius Grigassy, D.D. Braddock, Pa. Cloth, 219 pp. Contains English and Hungarian text.

Danny and the Dog Doctor

By Jerrold Beim. Cloth, 44 pp., \$2. Wm. Morrow & Co., New York 16, N. Y.

Danny makes the rounds of all the animal doctor's patients with the doctor himself and

(Continued on page 44A)



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2. Have the specifications covering laboratory equipment either separated from the general building specifications or, if made part of the general building specifications, have them included as a separate section to permit direct bidding to contractors or owner by *professional* laboratory equipment manufacturers.
3. Secure prices on laboratory equipment directly from *professional* manufacturers of these materials.

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New Books

(Continued from page 42A)

watches him set a canary's broken wing, and treat a colt's sprained ankle. Later he saves the life of a young robin with the information he has gathered. Interesting reading, particularly for the younger boys.

Modern Science Teaching

By Heiss, Osburn, and Hoffman. Cloth, 462 pp., \$4.50. Macmillan Co., New York, N. Y.

The purpose of this book is to "serve as a textbook for those courses in methods of teaching science which are now being given in many colleges and universities," and "to serve as a source book for teachers of science, supervisors of science, and science educators, at whatever level they may be working.

The book is divided into three sections: Section One contains the principles of teaching science; Section Two discusses science rooms and equipment; Section Three is devoted to a treatment of visual and other sensory aids used in teaching science.

What Must I Do?

By Sister Mary Paul Reilly, O.S.B. Cloth, 96 pp., \$1.60. Bruce Publishing Co., Milwaukee 1, Wis.

Sister Mary Paul is a librarian who became tired of her inability to supply interested girls with a clear, realistic treatment of what it means to be a Sister and how to go about becoming one. She wrote this book to answer what she felt to be a great need and has successfully fulfilled her ambition. It is a delightful book and yet still full of practical information.

Through dramatization Sister Mary Paul presents a clear picture of the process of becoming a nun and the work accomplished by various orders. She preserves a balance between the world and the convent, underselling neither. Girls who have no religious vocation will find in the book a means of understanding the joys and labors of a Sister, while those who feel a leaning toward that way of life will learn before they enter the convent what to expect.

Will Rogers: Immortal Cowboy

By Shannon Garst. Cloth, 174 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

This biography of Will Rogers is written for the upper grades. In addition to the greatness of the familiar figure, the backgrounds of ranching, life on the range, and the wide travels of Will Rogers, will attract and interest boys. The descriptions of life in the wild west show are particularly bright spots in the narrative.

Language Skills (Advanced Course)

By Dorothy J. Colburn. Cloth, 566 pp., \$2.20. Harcourt, Brace & Co., New York, N. Y.

A writing course for high school students, this text emphasizes the writing which lies within the reach of the average student of that level. The material on revision of short stories will be of great help to the teacher and the student. The book is divided into three parts: the craft of writing, revision, and the management of sentences.

Shipmates Down Under

By Dale Collins. Cloth, 188 pp., \$2.25. Holiday House, New York 11, N. Y.

Australian twins, Peter and Paul, fulfill the ambition of every boy, big or small. They are taken on a cruise aboard an exact replica of Captain Cook's *Endeavour*. For a time they are forced to live as modern Crusoes. They are shipwrecked and, most exciting of all, they find pirate treasure. This story, while not of Robert Louis Stevenson caliber, has all the ingredients necessary to entrance the young reader.

Early Days in the New World

By Southworth and Southworth. Cloth, 516 pp., \$2.64. Iroquois Publishing Co., Inc., Syracuse 2, N. Y.

Written for pupils in the middle grades, this book gives a simple, but graphic presentation of the American Indians, the period of exploration, the story of each of the original thirteen colonies, the Intercolonial wars, America's struggle for independence, the Critical Period, the adoption of our Constitution, and the expansion of the United States to its present continental boundaries.

Maps, illustrations, and teaching aids add to the book's value.

Arithmetic for Young America: Grade Eight

By Schorling, Clark, and Smith. Cloth, 402 pp. World Book Co., Yonkers-on-Hudson, N. Y.

Home and community problems and everyday business practices are included in this text, and reading, analyzing, and solving problems give useful practice. Graphs show the relationship among formulas, tables, and rules, and aid in visualizing mathematical relationships. The equation is introduced as a means of solving problems and a simplification of procedures.

Great Expectations

By Charles Dickens. Cloth, 306 pp., \$1.56. Harcourt, Brace & Co., New York, N. Y.

This abridged edition was published for advantageous use in the ninth and tenth grades. The original lengthy novel was written as a serial for weekly magazine publication and has been abridged but not rewritten. Long descriptive passages, repetitious dialogue, and purely anecdotal incidents have been left out when they did not contribute directly to the main narrative. The resulting book is 65,000 words, and it moves swiftly enough to keep the interest of readers who are not familiar with Dickens' beloved, but sometimes rambling style.

The Modern American and British Poetry

Edited by Louis Untermeyer. Cloth, 426 pp., \$1.88. Harcourt, Brace & Co., New York, N. Y.

This is the mid-century revision of a college anthology, first issued in 1922. It provides a well-balanced introduction into the art and form of poetry and supplies ample means for helping develop an understanding of and love for poetry. The Catholic teacher will disagree with some of the principles proposed and will miss the deepening and broadening of the critical basis which religious considerations provide.

Leaders in Other Lands

By Jeanette Eaton. Illustrated by Fritz Kredel. Cloth, 322 pp., D. C. Heath & Co., Boston, Mass.

Children in the fourth grade will be thrilled with this book because it contains the biographical data of nine leaders in other lands who have contributed wholeheartedly their unselfish efforts and influenced the development of contemporary society by their ideas, inventions, discoveries, or explorations. In addition the author has included a two-page introduction that sets the stage as to time, place, and historical perspective.

This book certainly will stimulate and improve the imagination of any young readers. There are several full color and black and white illustrations to aid in telling the stories.

Our Friends in South America

By Glenn Barr, Willis K. Jones, and Prudence Cartwright. Cloth, 445 pp., \$2.48. The Macmillan Company, New York, N. Y.

This book describes the history and present cultural status of ten South American countries for children in the middle and upper grades, and provides quite a well balanced objective statement. The viewpoint is that of our secularized United States and passes over rather lightly the influences of Church and religion which are responsible for many fine South American characteristics of culture and life. The book is well provided with maps, charts, and photographic illustrations. Teachers will find ample aids for impressing upon children the facts to be learned.

The Soul

By St. Thomas Aquinas. Translated by John Patrick Rowan. Cloth, 299 pp., \$4. B. Herder Book Co., St. Louis 2, Mo.

(Continued on page 47A)

New Books

(Continued from page 44A)

This translation of the *De Anima* makes available to English readers St. Thomas' most important arguments on man—the whole man—his nature, his powers, his incorruptibility, etc. Dr. Rowan has performed a notable service in providing the book in modern, understandable English which even novices in philosophy can understand and enjoy. The index is usefully complete.

Business English in Action

By J. C. Tressler and Maurice C. Lipman. Cloth, 545 pp., \$2.80. D. C. Heath & Co., Boston, Mass.

This book is a basal text for business English classes in the eleventh to the fourteenth grades and also forms a handbook for transcription courses or for business employees on the job. As a text, it is complete and thorough, with abundant material for a year's study.

My Sacrament Record

By Rev. O. F. Eichinger and Rev. B. Murray. Paper, 30 cents. Catechetical Guild, St. Paul, Minn.

This folder includes blanks for recording the Baptismal, First Holy Communion, Confirmation, and Marriage Certificates of an individual Catholic. It appeals as the first practical means which have been made available for recording an individual's reception of the essential sacraments which affect his growth in the Mystical Body. It should be universally used.

My Conversion to the Catholic Faith

By Most Rev. Duane G. Hunt, Bishop of Salt Lake. Paper, 10 cents. Paulist Press, New York, N. Y.

The story of an intellectual's religious discontent which led him into the true Church.

Examination of Conscience

By Rev. Paul F. Flynn. Paper, 48 pp., 10 cents. Paulist Press, New York 19, N. Y.

This material for self-examination is addressed to teen agers.

The Life of Mary

By Harry Hasselberg. Paper, 47 pp., 10 cents. Paulist Press, New York 19, N. Y.

This story of Mary's life "as a reporter might have seen it" will appeal to teen agers.

Long Ago in the Old World

By Southworth and Southworth. Cloth, 483 pp., \$2.56. Iroquois Publishing Co., Inc., Syracuse 2, N. Y.

A text for the middle grades, this book takes in the development of early man, Old World history from the dawn of Egyptian civilization through the Renaissance and the Reformation, the myths of the Greeks and Norsemen, and the period of Exploration in the New World.

The In-Service Growth of the College Teacher

By William Frederick Kelley, S.J. Paper, 178 pp. The Creighton University, Omaha 2, Neb.

Substantially, this is a doctoral dissertation presented to the University of Minnesota under the title *The In-Service Improvement of College Instruction in Catholic Colleges for Women*.

The Religious Question in Spain

By Richard Pattee. Paper, 58 pp., 50 cents. National Catholic Welfare Conference, Washington 5, D. C.

Mr. Pattee, considered an authority on the subject of Spain, presents in this pamphlet an analysis of the present situation of Protestantism in Spain.

War or Peace

By John Foster Dulles. Paper, 274 pp., \$1.

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The historical and background material presented in this book will be valuable in the high school social studies class. The organization and achievements of the United Nations are thoroughly covered. Mr. Dulles has achieved a non-partisan, nonpolitical attitude in the writing of this book.

Christ in Main Street

By Rev. F. J. Mueller. Cloth, 139 pp., \$2.50. Bruce Publishing Co., Milwaukee 1, Wis.

Father Mueller states and develops his theme

clearly and concisely. God who was present in the flesh on earth so many years ago, was no more present then than He is now. He is not some faraway personage thought of vaguely during the course of our lives, but a living, enduring God who is with us at all times. We must live our lives accordingly.

Youth: Key to America's Future

By M. M. Chambers and Elaine Exton. Cloth, 117 pp., \$2. American Council on Education, Washington 6, D. C.

An annotated bibliography.

(Continued on page 48A)



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New Books

(Continued from page 47A)

**Religious Vacation School Manual —
Grades VI, VII, VIII**

Prepared by a National Committee under the Auspices of the Confraternity of Christian Doctrine. Paper, 38 pp., 25 cents. St. Anthony Guild Press, 508 Marshall St., Paterson, N. J.

Language for Daily Use: Grade Seven

By Foley, Connell, Garnett, and Dawson. Cloth, 405 pp., \$1.84. World Book Co., Yonkers, N. Y.

Stressing skills, this text helps to develop powers of generalization by means of direct, simple explanations, clear illustrations, and selected practice.

You and Others

By Helen Shacter and W. W. Bauer. Cloth, 188 pp., \$1.56. Scott, Foresman & Co., Chicago, Ill.

Written for sixth graders, this text is an excellent way of teaching the child that getting along with and being thoughtful of others is one of the most important aspects of social development. The method used is to call attention to incidents in the lives of normal children, and these incidents are so true to life that young readers will constantly be reminded of similar happenings in their own lives.

Basic Composition

By Philip Burnham. Cloth, 450 pp., \$2.20. Scott, Foresman & Co., Chicago, Ill.

Pointed toward putting basic language skills within the reach of every high school student, this book contains units on grammar, improving sentence structure, punctuation, spelling, and usage.

The Great Houdini: Magician Extraordinary

By Beryl Williams and Samuel Epstein. Cloth,

182 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

The life of this expert escape artist makes very interesting reading for young readers. They will be intrigued by Houdini's many breathless escapes and amused by some of the explanations given for a few of his tricks. He was a definite egotist and a genius at publicity, but unlike others with the same attributes, his name will not be forgotten in the annals of his field.

Gospel Gems

By Canon Paul Marc. Cloth, 226 pp., \$3. Frederick Pustet Co., New York and Cincinnati, Ohio.

This work provides extended meditations on some 24 incidents in the life of Christ. As the title suggests, the words of the Gospel are taken verbatim as the texts upon which the apparently simple, but rather profound and personally, deeply meaningful thoughts are developed. The layman, as well as the religious, may use the book with benefit.

Faraway Fields

By Patricia O'Malley. Cloth, 244 pp., \$2.50. Dodd, Mead & Co., New York, N. Y.

This is the story of pretty, captivating Caddy Palmer, special activities director for a major airline; her exciting trip to Ireland, where she helps produce a story she has written; her transfer to Paris and a mystery; and her indecision between romance and a career. Older girls will be delighted by Caddy's adventures.

Pioneer Children of America

By Caroline D. Emerson, W. Linwood Chase, and Allan Nevins. Cloth, 302 pp., \$1.80. D. C. Heath & Co., Boston, Mass.

This book offers in lively narratives an insight into the early settlement of the United States, beginning with the first coming of the Spaniards to the first permanent farmers of the California and Northwest settlements. The story is told for

third-grade children in terms of the lives and adventures of children who came with their people and shared the achievements and hardships of establishing farms and towns. The limited teaching devices, consisting of illustrated "information strips" and activity problems, do not detract from the genuine child interest of the stories. The illustrations are particularly fine.

Cowgirl Kate

By Enid Johnson. Cloth, 182 pp., \$2.50. Julian Messner, Inc., New York 18, N. Y.

A western romance for older girls. Kate Reed decides to dislike the new wife her father brings home from the east and continues to do so after the death of her father. How her stepmother finally makes a lady out of a tomboy and the ranch is saved make a fairly interesting story for girls.

Wild Trek

By Jim Kjelgaard. Cloth, 253 pp., \$2.50. Holiday House, New York 11, N. Y.

Chiri, a half wild dog, and his master enter virgin territory in the Canadian Caribou Mountains to find a lost naturalist. The loss of their equipment after finding the lost man makes a struggle-for-existence tale that is well written and full of the gripping thrills so well loved by boy readers.

A Horse for Peter

By Eleanor F. Brown. Cloth, 128 pp., \$2.50. Julian Messner, Inc., New York 18, N. Y.

This story has an unusual twist. In it a horse adopts a boy as a close friend and will not behave in the show ring unless his young friend is about. Peter and Evening Star become friends while Peter is convalescing after an accident in which he throws a small girl from the path of a truck. Near the end of his convalescence Evening Star is sold. Peter is heartbroken. The end of the

(Continued on page 50A)

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New Books

(Continued from page 48A)

story, although happy and expected, finishes a warmly charming story.

Read and Comprehend

By Pearle E. Knight & Arthur E. Traxler. Cloth, 298 pp., \$2.20. D. C. Heath & Co., Boston, Mass.

This excellent textbook will teach high school students *how* to read, comprehend, and appreciate all printed matter—from newspapers and fiction to textbooks and even telephone directories. Rapid reading, skimming, intensive reading, extending the vocabulary, grasping details, and finding the main idea are among the many topics covered in the book.

Constructing Classroom Examinations

By Ellis Weitzman and Walter J. McNamara. Cloth, 167 pp., \$3. Science Research Associates, Chicago 4, Ill.

A practical guide for all teachers from primary grades through college levels. This "how to" book explains techniques for arranging objective type tests and makes suggestions for making-up, administering, evaluating, and scoring all types of tests: essay, completion, matching, true-false, arrangement, and multiple-choice.

The Wonderworld of Science

By Morris Meister, Ralph E. Keirstead, and Lois M. Shoemaker. Cloth, 698 pp., \$2.20. Charles Scribner's Sons, New York, N. Y.

This book, the ninth in a series on Wonderworld of Science, is a general overview of the world and matter and seeks to create an interest

in the things and events in everyday life. It also aims to relate the developments in science with their social implications. The need for conserving materials, plants, and animals is stressed. Emphasis is placed upon the method of science as an instrument for solving human problems. The problem of good health is treated intensively. The book is divided into ten large units which are used to build the main theme of the course.

Speech Defects of School Children

Paper, 23 pp. Department of Public Instruction, Bismark, N. Dak.

A condensed handbook for teachers, including a bibliography.

Business Writing

By Charles M. Carey, C.S.C. Cloth, 378 pp. University of Notre Dame, Notre Dame, Ind.

Businessmen and women will find this textbook to be a practical, functional aid in business transactions, both verbal and written. Especially adapted by the author for the modern workaday world, the book treats of such subjects as letter make-up, types of letters, business reports, oral English, vocabulary, grammar, punctuation, and spelling, etc.

Father of Charity

By Rev. Joseph Wagner, C.M., and Rev. W. J. McClimont, C.M. Paper, 28 pp. Catechetical Guild, St. Paul.

The "life and works of St. Vincent de Paul" are splendidly portrayed in this "comic" book.

The Crowded House and Other Tales

By Fan Kissen. Cloth, 175 pp., \$1.88. Houghton Mifflin Company, Boston, Mass.

A collection of radio plays dramatizing many outstanding folk tales, selected from folk literature of various countries. The stories may be read silently or perhaps enjoyed even more if the children take part with others in reading them aloud for class programs or other group activities.

The speeches are short and the vocabulary is well within the intended age group so that the book will have a wide range of use.

Therese: Saint of a Little Way

By Frances Parkinson Keyes. Cloth, 186 pp., \$3. Julian Messner, Inc., New York 18, N. Y.

Originally this book was published under the title *Written in Heaven* some years ago, but when Mrs. Keyes revisited France in 1949, she was given access to new source material which prompted her to revise her story and add new photographs. The changes made in Lisieux during the war motivated a new prologue.

The story of young Therese, as always, is an inspiring one which will be of interest to the junior and senior high school students.

The Laughter of Niobe

By Charlotte M. Kelly. Cloth, 239 pp., \$2. The Ave Maria Press, Notre Dame, Ind.

The author is one of the younger fictionists who continues the tradition of the Celtic Revival. Miss Kelly lives in Dublin, although she has traveled widely. This is the second novel. The Ave Maria Press has published for her, the first, *The Terrible Trents*, was written for younger people, while this work will be enjoyed by the upper levels.

Miss Kelly does well in capturing the personalities of several of her characters: Claire Langton the charming mother who is considered an ornament in her own house and Janet Blake, Mrs. Langton's future daughter-in-law are the most clearly presented, while David, Janet's fiancé, and his father, who is the mysterious reason for Claire Langton's secret melancholy are too vague for the important parts they are supposed to play in the story. Benton, the faithful family retainer is a trifle too typed, as is perfectly natural, since the family retainer has long joined the ranks of the murdering butler, and the stable

(Continued on page 52A)

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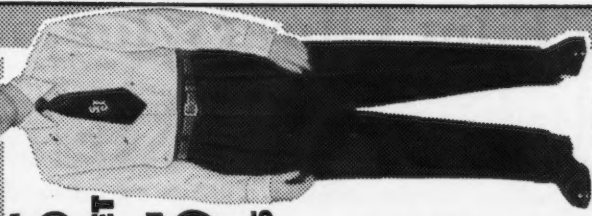
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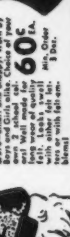
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New Books

(Continued from page 50A)

boy who runs away with the daughter of the house.

Miss Kelly is young and it is to be hoped that the years will bring the ability to get inside all of her characters.

Little Echo in the Hills

By Lucia Patton. Cloth, \$1.50. Albert Whitman & Co., Chicago, Ill.

A simple but interesting explanation of echoes is included in this account of a day's outing taken by Judy and Johnny with their parents. Pictures and big type make the book attractive to the middle grades as readers and the very young will enjoy listening to the story.

Four Farthings and a Thimble

By Margaret J. Baker. Cloth, 150 pp., \$2.50. Longmans, Green & Co., New York, N. Y.

This book of 15 chapters is a happy story in which young people go about their concerns in a way that appeals to the sympathy and affection of all who hear them. The adventures, exciting and varied, come as they do in a child's world. The children go exploring and find cave paintings. They attend a dog show. Caroline finds a friend to help her with her painting. Two visitors from the city come for a summer holiday and decide to stay on. The book is well written, in lovely prose, and the children are individuals in a happy childhood world.

Pope Pius XII

By Lottie H. Lenn and Mary A. Reardon. Cloth, 148 pp., \$2.50. E. P. Dutton & Co., Inc.

At last a book for the young who are interested in the life of the Holy Father has been written. The story opens on the day that Cardinal Pacelli

was elected Pope. By means of flashbacks it tells of his boyhood and follows him through his seminary classes up through his promotions and finally to his overwhelming honor. The narrative is respectful yet full of heartwarming anecdote that make the holy man live. In this year of pilgrimages all youngsters should come to a closer love and knowledge of their sovereign pontiff and this book may well be the instrument.

A Pilgrim's Guide to Rome

By Harry Weedon. Cloth, 206 pp., \$2.75. Prentice-Hall, Inc., New York 11, N. Y.

Prepared for the use of Holy Year Pilgrims, this book contains much valuable information on where to go in Rome and actually includes bus routes and definite directions on foot routes. A sample menu is included to show the prospective pilgrim what he will encounter in ordering a meal. Descriptions of the various types of accommodations and certain customs of Rome are set forth to ease the way for the stranger. All the various major churches are described and diagrams are keynoted to provide information about the history of each.

Although primarily for the pilgrim, anyone with a Catholic interest in Rome will want to read this book. Students will find it a source of material which they will want for their classroom study of the Holy Year.

The Land and People of Israel

By Gail Hoffman. Cloth, 119 pp., \$2.50. J. B. Lippincott Co., Philadelphia 5, Pa.

Part of the Portraits of Nations Series, this book contains chapters on the history of the land, on its people, and their development. It traces the present movement of the Zion group from its conception to its present new state. As it is a book for children in the middle grades there is little or no political discussion as such. The blazing controversies have been left for older heads.

Let's Look Inside Your House

Let's Look Inside Your City

By Herman and Nina Schneider. Illustrated by Barbara Ivins. Boards, \$1.50. William R. Scott, Inc., New York 11, N. Y.

Two books for the young and curious. The first shows all the various things in a home that are a source of wonder and delight if viewed with a curious mind. Experiments are outlined for the child to try. The three objects scrutinized are water, heat, and electricity. Simple, harmless ideas are worked out that aid in developing the child's own ability to think things through and satisfy a healthy curiosity.

The second book traces the building of an apartment house, and explains all the various services that go to complete a dwelling. Water, gas, waste, electricity, and telephone services are explained in this Young Science Book which is one of a series.

Proust's Way

By Francois Mauriac. Cloth, 105 pp., \$3. Philosophical Library, Inc., New York 16, N. Y.

A revelation of Proust's personality in his letters to Francois Mauriac.

Jerry Goes Riding

By Florence Battle. 60 pp., cloth, \$1. Beckley-Cardy Co., Chicago, Ill.

Jerry and his sister Sue go for several rides in this primer, each of which presents new, simple ideas to the beginning reader. There are many colored pictures and the type is big.

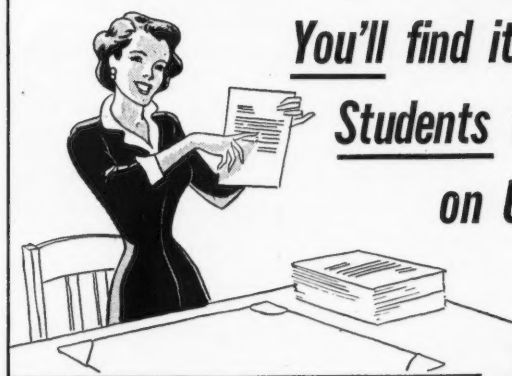
Famous Men of Medicine

By Caroline A. Chandler, M.D. Cloth, 140 pp., \$2.50. Dodd, Mead & Co., New York, N. Y.

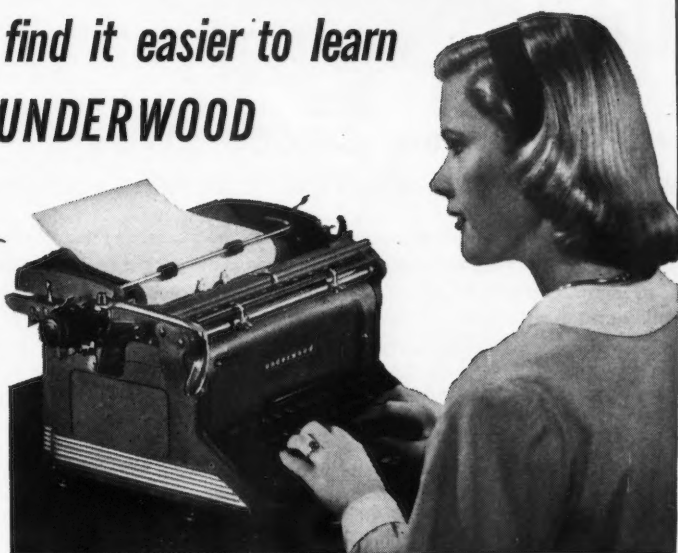
This book can be considered a primer in medical history and is written for older boys and girls. It contains chapters on most of the great men in

(Concluded on page 54A)

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New Books

(Concluded from page 52A)

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The author is well qualified to write on such matters since she is assistant professor of preventive medicine at Johns Hopkins.

Frogs and Toads

By Herbert S. Zim. Cloth, \$2. William Morrow & Co., New York 16, N. Y.

This book is one in a series of science picture books that are suitable and interesting for students from six years old to high school. The author wrote with this intent. The text is precise and clear with no unnecessary details. The pic-

tures are extremely well done and are completely accurate. An invaluable reference in the elementary study of biology.

One Little Indian

By Grace and Carl Moon. Cloth, \$2. Albert Whitman & Co., Chicago, Ill.

A charming little book for the very small. Ah-di, the one little Indian sets out on the morning of his fourth birthday to find all sorts of wonderful birthday surprises.

Grace and Carl Moon have lived among the Indians of whom they write and their background serves them well in this tale of Ah-di.

Church Vestments: Their Origin and Development

By Herbert Norris. Cloth, 190 pp. E. P. Dutton & Co., Inc., New York 10, N. Y.

Church Vestments is a volume containing years

of research by Mr. Norris, who traces the development of all the traditional church garb from the ancient Roman days to the fifteenth century. Since that time they have changed very little. The book is illustrated with color and black and white drawings and photographs. It is a valuable reference book on ecclesiastical costume.

Peace in the Making

By Samuel Steinberg. Paper, 60 pp., 25 cents. Oxford Book Co., New York, N. Y.

This pamphlet is a discussion of the United Nations and world in which the United Nations is trying to establish a permanent peace. It is a good stimulant for thought and discussion.

Everybody Eats

By Mary McBurney Green. Boards, \$1. William R. Scott, Inc., New York 11, N. Y.

A revised edition with entirely new pictures by Lucienne Block. The text has been revised so that only one idea appears on a line of type in order to make the book easy to read.

Outlaws of Ravenhurst

By Sister M. Imelda Wallace, S.L. Cloth, 231 pp., \$2.75. Catholic Authors Press, 1201 S. Lindbergh Blvd., Kirkwood 22, Mo.

This is the first book publication of the Catholic Authors Press and, if subsequent offerings are of the same caliber, Catholic readers have many good things in store for them. *Outlaws of Ravenhurst* deals with seventeenth-century Scotland and the persecution of the Catholics then taking place. Sir Charles Gordon, Lord Rock Raven, heir of Ravenhurst comes home as a young boy after years of exile in America to find himself the pawn of a scheming uncle who has imprisoned the young Gordon's mother and father. His religion is outlawed and he is kept in ignorance of the truth, but events begin to pile up and the book becomes packed with action, history, and truth. It will make a fine addition to Catholic libraries.

Red Joker

By Margaret S. Johnson. Cloth, 95 pp., \$2. William Morrow & Co., Inc., New York 16, N. Y.

The combination of dog and horse in this story will make it very popular with the youngsters. It makes good listening for the very young and good reading for the older ones. Joker is an Irish setter who is born with a yellowish coat instead of the usual red-gold and because of this his owner calls him Joker. Kenneth, the owner's son takes Joker into his heart and the two are the closest of friends until a jittery race horse enters the picture. The dog and horse both finally develop into fine animals but not until they have been kidnaped and found once again.

The Catholic Story of Liberia

By Martin J. Bane, S.M.A. Cloth, 163 pp., \$2.50. The Declan X. McMullen Co., Inc., New York 7, N. Y.

The story of United States and Western Africa relations as seen through the eyes of a missionary.

Leaders in Other Lands

By Jeanette Eaton. Illustrated by Fritz Kredel. Cloth, 333 pp. D. C. Heath & Co., Boston, Mass.

A history book for the fourth grade which uses the lives of great leaders to illustrate the events of their times. It is well written and illustrated. Young students will enjoy this lively method of learning history.

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One side of this phonograph record is a narration of the Story of Our Lady of Fátima; the reverse is a vocal duet by the Frieling Sisters of "Our Lady of Fátima," a hymn written by Mrs. Gladys Gollahon, who plays the accompaniment.

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EARLY BIRD SCORE CARD				
TEAMS	ROBINS	BLUE BIRDS	CARDINALS	ORIOLES
1 ST WEEK				
2 ND WEEK				
3 RD WEEK				
TOTAL				

RULES:

1. Each team must have a captain and a secretary. The captain will keep the score and the secretary will keep the record of the team's breakfast.

2. Each team must eat a minimum of one serving of fruit, cereal, milk, bread and butter each day.

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Prize buttons for winners

Score folder for pupils

THE GAME*

The fun starts when you divide class into 4 teams: Robins, Blue Birds, Cardinals, Orioles. Each pupil gets a *score folder* which tells the better-breakfast story, has room for daily check of breakfast foods eaten. You grade folders weekly, post team scores on colorful wall poster. Game lasts 3 weeks. Each member of winning team gets colorful **EARLY BIRD BUTTON!** Each pupil who scores 100 gets **EARLY BIRD SEAL!**

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- ★ CORN-SOYA

Practical Aids

(Continued from page 232)

Tarcisians and Sacrifice

Sister M. Walter, O.S.F.*

In this age of luxury and self-indulgence the necessity of sacrifice has been well-nigh forgotten by the world at large. We teachers have been accused of not asking enough sacrifices of our pupils. Our children have so many things handed to them on golden platters, as it were. Their schoolbooks are beautiful and attractive, their toys numerous and enjoyable. Work is made easy, the best in entertainment is brought to their finger tips by means of television, not to mention radio, movies, records, and comic books. Their clothing is warm, comfortable, and pleasing to the eye; they have more spending money than children of past generations ever dreamed of having. With this superabundance of the good things of life, are our children becoming too self-centered? Will they go through life expecting only the finest things, and that without putting forth too much effort? In short, have they lost the spirit of sacrifice?

If they have lost this all-important spirit then it's up to us to help them find it again. Children's hearts are easily moved, and they are generous in their sacrifices when properly motivated.

Perhaps one of the best and easiest ways to teach a love for sacrifice is by means of the three "golden pennies" earned by Tarcisians.

The Tarcisian movement is one begun by Father Mateo, S.S.C.C. Years ago when Father Mateo was a young priest in South America, he was confessor to a little girl who had the exceptional privilege of holding genuine conversations with our Lord after Holy Communion. One day Jesus asked the child to be His missionary. But she protested saying she was only a little girl and couldn't be a missionary. Jesus told her He would make her a great missionary, but she must bring Him three golden pennies. Three pennies seemed very little to the child, so she told Jesus to take her whole bank. But it wasn't mere money our Lord desired. He explained that the three pennies He meant were: Prayer, Sacrifice (especially obedience), and Eucharistic Fervor. In exchange for these Jesus promised her souls. As a proof to Father Mateo that these conversations were genuine, a great enemy of the Church was converted through the child's prayers.

Father Mateo started the Tarcisian League to carry on the work of the Sacred Heart. From a few child apostles in South America the league has grown to encompass thousands of children in the United States and other countries.

And everywhere the League members grow in their love for the Sacred Heart. And as

* St. Joseph's School, Lyons, Wis.

Practical Aids

(Continued from page 56A)

their love grows, so does their spirit of sacrifice. They are called Junior Apostles of the Sacred Heart, and this idea of being Apostles has a great appeal for them. It gives them a reputation to cherish and preserve. They are named Tarcisians because, as St. Tarcisius carried the Blessed Sacrament to the early Christians in prison, these boys and girls wish to carry the knowledge and love of Christ to other souls. Their apostolate is to work for the reign of the Sacred Heart. They do this by earning the three "golden pennies" of Prayer, Sacrifice, and Eucharistic Fervor.

The sacrifices which these zealous little Tarcisians make are touching and beautiful. For example, one little third grader rushed to get a dish towel ahead of her brother whose turn it was to dry the dishes. Her mother noticed that and said: "Why, Carol, what's gotten into you?"

A third-grade boy confided to me: "Sister, I always used to hate to feed our dog, but since I heard about the Tarcisians I'm glad to do it."

The golden pennies are counted each week, and the total recorded on a chart which we named "Pennies for Heaven." Keeping track of the pennies earned is a great encouragement to really have something to count up. A fourth-grade boy, who had just moved in from a public school and didn't know what the Tarcisians were, wanted to count his golden pennies too. He came up to me and said "Sister, I didn't make any sacrifices this week. Would it count if I'd put this nickel in the mission box now?"

It did count, and so do many other little things that may seem trivial to us but which are precious to the Heart of Jesus.

A fourth-grade girl wrote the following: "Some sacrifices I'm going to make are: Not always taking a drink when I want to, doing dishes when I don't want to. If my sister gets mad at me I won't get mad at her." Another wrote: "Every night I say my prayers, and if it is cold I still say them."

Robert, a boy who is overly fond of playing cops and robbers, declared "For a whole week I won't play cops and robbers." And he kept his promise.

Other sacrifices the Tarcisians try to make are: coming immediately when Mother calls; not grumbling about their work; letting Susie have her way instead of insisting on their way; getting up the first time they are called; putting spending money in the mission box; doing extra work at home so the folks can come to devotions at church; and any number of original ways.

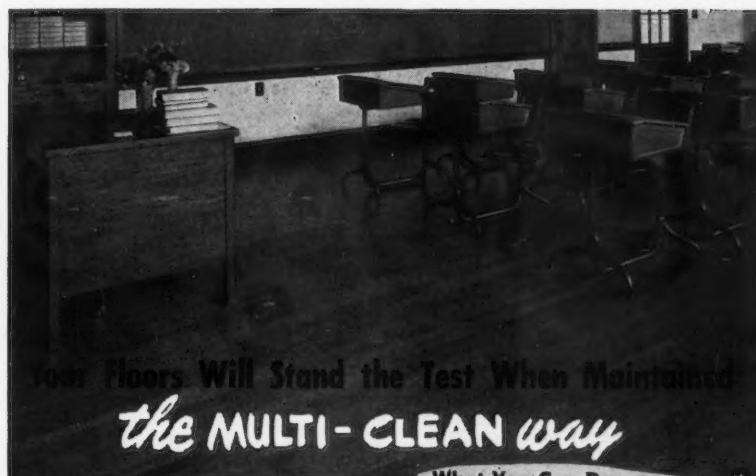
We also had a special bulletin board for the Tarcisians which was a constant reminder to be a good Tarcisian and to earn more golden pennies. A paper "road" was built across the bulletin board leading to a picture of the Sacred Heart. This road we paved with golden pennies (cut from gold paper) as we earned them. There are any number of ways

to motivate the earning of these three golden pennies of Prayer, Sacrifice, and Eucharistic Fervor.

Unless our youngsters learn to deny themselves and to perform little mortifications there will be a greater dearth of religious vocations than there is now.

Belonging to this league is also an excellent preparation for greater Catholic Action later on.

Full details on how to start the Tarcisian League, how to hold meetings, projects to undertake, etc., can be obtained from the National Center in Washington, D. C. Full address: National Center of the Enthronement, 4930 South Dakota Avenue, N.E., Washington 17, D. C.



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Birthdays in the Primary Grades

Sister M. Aloysia, O.S.F.*

To the young child, no day of the year (with the exception of Christmas) parallels with that of his own birthday. The primary grade teacher is forced to hear about it for days before it occurs. I have adopted the following plan in celebrating birthdays.

Pictures of Christ and Madonnas are attractively mounted and placed in a large

*Teacher of third grade, St. Leo School, Cincinnati, Ohio.

(Continued on page 58A)

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Practical Aids

(Continued from page 57A)

envelope on which is lettered: "Happy Birthday Envelope." When a child announces his birthday I bring out the envelope, from which he draws his "present" while the class sings, "Happy Birthday." After this he goes to the board and writes: Today, October third, is my birthday. I am eight years old. For a present Sister gave me a picture of Christ in the Temple at the age of twelve.

The child has very willingly written a three-sentence composition.

To insure correct spelling of the months, every child is expected to write a sentence stating the date of his birth. This is done at the beginning of the school year. Posters depicting the months or flash cards, may be used from which the child copies his month. The children practice writing the name of the month during penmanship period. It is dictated as one of the spelling words for the week's spelling lesson.

Following this plan I have found that the timid child becomes more sociable and the slow-learning child will know his birthday because he wants it celebrated.

A Message From Mary

*Sister M. Faith, O.S.B.**

The scene is a shrine in any grade school. This may be either a "hall nook" or an outdoor shrine. At the rise of the curtain we see our Lady on a pedestal with an angel on either side. One is St. Michael, the other the guardian angel of the seventh grade (or of whatever grade is chosen for this dramatization). There is silence for a moment. Then Mary speaks:

MARY: The school is very quiet today, isn't it?

GUARDIAN ANGEL: Yes, my Lady. I like it when it is quiet, don't you?

MARY: Yes, it's nice. But I miss the children. I'm happy when they stop to make a visit.

MICHAEL: They are good children here. America is a pretty good country. I feel sorry for the poor angel who has to be guardian for Russia.

G. ANGEL: Yes, I do too. Now I have a few bad moments with my seventh grade. I've not got used to baseball yet. Right now, though, the children are all in class and Sister Mary Grace takes wonderful care of them. She's got them so that they don't even want to copy each other's work.

MARY: What were you saying about Russia, Michael?

MICHAEL: My Lady, just that it must be a very discouraging task to be the guardian angel of such a country. Their leaders act a lot as Lucifer acted thousands of years ago. Sometimes I wish His Majesty, your Son, would let me draw my flaming sword and drive them out.

MARY [softly]: He cannot Michael. He died for them.

MICHAEL [bowing]: I'm sorry, my Lady. And you stood beneath the Cross for them.

G. ANGEL: But the poor Russian angel is so sad, my Queen. He prays for his people and hovers over them, but he told me not long ago some do not even know our heaven exists.

MICHAEL: To think of it, Lady! We were all discussing it after the program put on by

the Choir of Seraphim yesterday. Some people do not even know there is a God!

G. ANGEL: Or a Blessed Virgin!

MICHAEL: Or a Little Flower.

G. ANGEL: Or a good thief.

MICHAEL: Or the good St. Joseph.

MARY: What did St. Peter have to say?

G. ANGEL: Peter felt so badly about it, about Russia especially. He said, "Paul, that's a job for you. Why don't you do something?"

MICHAEL: And Paul said, "Where are all the people of the earth? Why don't they use their radios and boats and newfangled jet planes to tell the Russians about God?"

G. ANGEL: And then, Lady, he said something very strange. He looked at good St. Benedict [or the patron saint of the school's teaching order] and said, "Where's the Benedictine Order?"

MICHAEL: And Benedict said, "We're still praying to Mary and teaching the children."

MARY: The children! They're praying. They can reach the hearts of Stalin and the poor Russians if they will pray and sacrifice. It's easier than they know. Why don't they pray harder?

MICHAEL: Some do. I know a boy who says the rosary every day now during May and October.

G. ANGEL: My little children here in the seventh grade say it every day—that is, all but one.

MICHAEL: Which one?

G. ANGEL: I don't want to tell.

MARY: Don't tell. Maybe he just forgets. But if they'd listen, they'd hear me say as they pass my shrine, "Pray much! Make sacrifices and Russia will be converted." I meant that for all children when I spoke at Fátima.

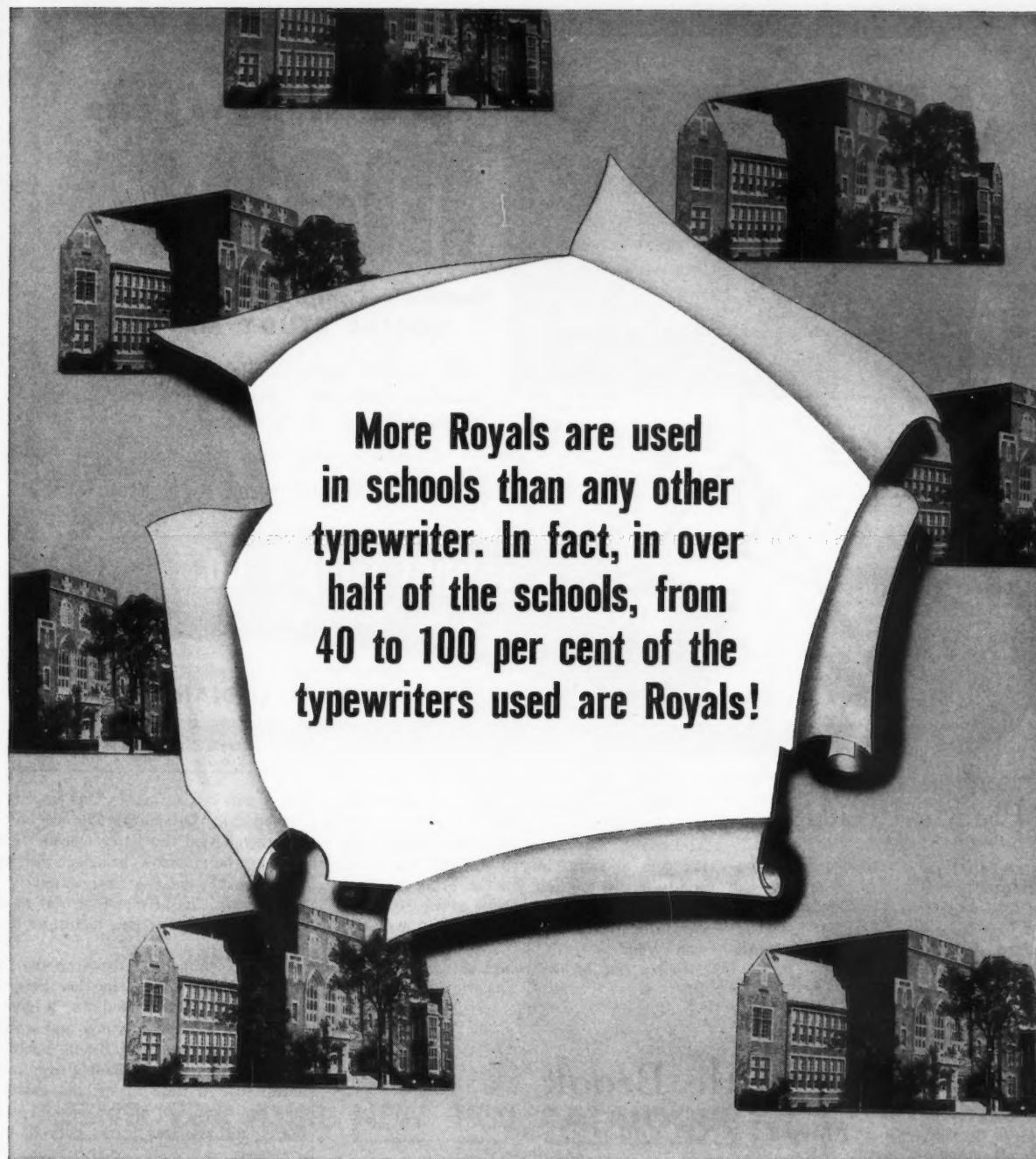
MICHAEL: Lady, if all Americans really prayed, would peace come to the world? That sounds like a dream! I still think I should use my sword.

MARY: Shhhh! Michael, not yet. Not while the children pray. Who could resist a prayer like theirs? Listen!

*Mt. St. Scholastica, Atchison, Kans.

(Continued on page 60A)

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Practical Aids

(Continued from page 58A)

[Children enter in procession carrying flowers and singing "On This Day." One may lead an act of consecration to Our Lady of Fátima if desired.]

[At close of first stanza, Mary speaks softly]:

MARY: My little children, you cannot hear my voice aloud, but hear it in your hearts. You cannot see me actually, but see me with the eyes of faith. If you will pray and love and suffer for my Son, you can bring the great nation of Russia to the Heart of my Son. You can bring peace to the world. You will try, won't you?

[They sing second stanza as curtain falls.]

The Little Brook

Mary C. S. O'Connor*

The Preface

This is a story of a Little Brook, who learned to live, and be happy, to enjoy all the earthly beauty God created, and to be satisfied with what we call seasons.

Chapter One

Once upon a time, many years ago, there was a Little Brook.

Now it wasn't that this Little Brook was unhappy under his beautiful coat of glistening ice, it was just that he wanted something

different, where the children could play in him instead of upon him.

"Oh, if only the Fish Fairy were here," he exclaimed, and what he didn't know was that the Fish Fairy had been there all the time and had hurried off to tell the Queen Fairy.

So one day the Fairy Queen came to see the Little Brook. "Little Brook," she said, "are you unhappy?" "Oh no!" responded the Little Brook, "it's just that I'm tired of winter all the time, and I want the children to play *in* me, not upon me."

"I see," she said, after a moment of thinking, "Little Brook, would you like to have

what I will call spring?" "Oh, yes," cried the Little Brook, "how happy I would be." "Very well, then," said the Fairy Queen, "I will be back on the 'morrow bringing with me my Fairy Court," and she disappeared.

That night, the Little Brook was so excited, that he bubbled all night, disturbing the poor little fish.

And sure enough, at dawn on the 'morrow came the Fairy Queen, and her Fairy Court. "Little Brook," they called, "we'll have spring out here in a minute; come and watch."

So up came the Little Brook, bubbling and gurgling, jumping and spinning over rocks and stones, just in time to see the Fairy Queen wave her wand and all the ice and snow disappear, and the tree leaves turn to a pretty lacy green.

Oh yes! Now the Little Brook was happy, it was spring.

Chapter Two: Spring and Summer

Oh yes! Now the Little Brook was *happy*, spring was here.

Happy, yes that is the word, but for how long? About what we would estimate three months.

For the same thing happened as before; the Little Brook soon grew tired of the rains that added to him, and made him grow larger, and the job of bubbling all the time.

So one morning the Fairy Queen and her Fairy Court came and said: "Little Brook,

(Continued on page 62A)

* A pupil in the fifth grade at St. Peter's School, Rockford, Ill.

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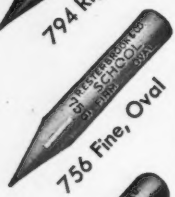
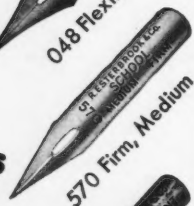
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Must Be
A Reason
Why
Esterbrook
has
been
America's
Most
Popular
School
Pen
for
Almost a Century**



Practical Aids

(Continued from page 60A)

we know that you are tired of spring, so we shall give you what we shall call summer." "Please do, please do," said the Little Brook.

So the Fairy Queen stepped forward, and she waved her wand three times, and before the Little Brook knew what had happened, before his very own eyes, stood beautiful flowers, and birds, the grass that had once been mushy was now hard and green. And little children seemed to come swarming toward him.

Oh but, come now, Little Brook, this is no time to be dreaming—make these children happy.

So that night the Little Brook dreamt of the children, the flowers, and the lovely green grass, gurgling and bubbling away; how could he ever get tired of this wonderful land called summer?

Chapter Three: Fall

Oh yes! this land was wonderful, this place called summer, but the Little Brook soon grew tired of it too.

"Oh, me," he said one day, "I wish the Fairy Queen would come," and sure enough, one day she came.

We Published a Newspaper

*Sister Margaret Alacoque, S.C.**

Confronted with the persistent problems of topic, form, and motivation in our composition work, 52 seventh graders decided to study the situation for possible answers to our most vexing questions hoping to arrive at a specific even though tentative, solution. Accordingly we engaged in class discussion: Could we do something "different"? Could we not share our ideas instead of just filing them away? Why not post our compositions on the bulletin board before inserting them in individual folders? Was there not a livelier way for the class to contribute, individually, to a group project?

While we were thus bandying pro and con, apparently getting nowhere, a thoughtful boy mildly suggested that a class newspaper would probably be a worth-while experience. We immediately and unanimously agreed.

Now a new problem presented itself: Should we produce the paper for class use only? No, indeed! We wanted a school publication. To arouse the school, however, our paper would have to carry a message. What might that be? Most of us thought that promoting devotion to Our Lady of Fátima should be its chief function. To this goal, we cheerfully assented.

With our purpose formulated, we set about organizing the contents. In consideration of both school and class interests we outlined: title or editorial page, religion page, literary

"And what is the trouble, Little Brook?" she asked. "Oh it's just that I am tired of summer."

"I see," she said, "well I can give you something else called fall." "Please do, it would make me very happy."

So the Fairy Queen waved her wand four times, and then the tree leaves turned golden, red, green, and all beautiful colors, and the Little Brook was happy.

Then one day the Fairy Queen came and said, "Little Brook, are you tired of fall?" "No, but I am beginning to be," he answered.

"Well Little Brook," said the Fairy Queen, "I can only give you what I will call seasons." Now she continued, "Seasons will be winter, spring, summer, and fall; so Little Brook, first winter is coming, now you snuggle under the ice, and snow will fall. Good-by."

"Good-by, good-by, and thank you," said the Little Brook, and the Fairy Queen disappeared.

So the Little Brook snuggled down under the ice, to dream of the seasons to come, while the snow fell softly on the earth.

And that is my version of the seasons, but inside of us we all know that a Brook, a Fairy Queen, a Fairy Court, or the Fish Fairy, had nothing to do with the seasons, but our one and only Redeemer, God, created it all.

page, sports page, nature page, humor page, hobby page.

Our next exciting step, the election of the editors, proved stimulating. The ablest leaders in the class were chosen, their associates appointed, and all voluntary contributors warmly welcomed. At once the chief editor and the art editor started to work on the front page. Lettering the title, "The Fatimist," carefully and uniquely, they sketched the apparition scene of Our Lady of Fátima under it. Below this, the chief editor lettered freehand his own version of the purpose of our publication and an explanation of its contents, with the best written expression he has achieved this year.

Meanwhile the other pupils, editors, associates, and volunteers were working out first drafts of their respective departments. As the editors labored over their rough sketches of symbols and probable arrangement, the other pupils wrote accounts of games, jokes, recipes, pastimes, and nature notes. Upon completion, all contributions were submitted for inspection.

Since the literary page, called "Readings and Writings," was to include only the most original and correct language expressions, it was necessary to spend some extra class time in setting up standards. Some pupils had already attempted "poetry," which we accepted temporarily, but others had no idea about techniques. Therefore, a little work on the

*St. Rose of Lima School, Newark 7, N. J.

(Concluded on page 64A)



WYANDOTTE FLOOR WAX IS 9 WAYS BETTER

FOR WOOD, ASPHALT, RUBBER TILE,
CEMENT AND LINOLEUM FLOORS

WYANDOTTE Floor Wax is a no-rubbing, emulsion-type wax. It is water-repellent, listed by the Underwriters' Laboratories as "anti-slip." It contains a minimum of 12.5% solids. When Wyandotte Wax is applied, the water and volatile emulsifier are evaporated, leaving a hard, dry wax surface with a satin sheen. This surface is not slippery . . . not tacky. It may be polished to a high gloss. Two coats on a clean floor are usually sufficient. Each additional coat gives greater beauty, longer wear, and increases slip resistance. Ask your Wyandotte Representative or Supplier to demonstrate the "finger-skid" test.

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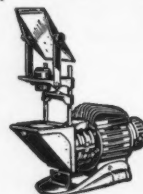


FINEST PROJECTION of Slides, standard and handmade, with 750-1,000 watt illumination — real daylight projection. Instructor faces the class.

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All with 1 Projector. Write for circular. KEYSTONE VIEW CO., Meadville, Penna. Since 1892, Producers of Superior Visual Aids.

KEYSTONE

OVERHEAD PROJECTOR

Practical Aids

(Concluded from page 62A)

cinquain, eventually produced a composite, "Halloween," worthy of placement in the paper. To complete the page, the outstanding book report of the month, the most vivid paragraph, and a rhyme sort of poem in honor of Our Lady of Fátima seemed most appropriate.

Too, the contents of the nature page required particular attention. We decided to publish our monthly unit of work; namely, insects in general; bees and wasps in particular, after reviewing the high lights of our study. As the outline proceeded, the editor planned the arrangement and sketched the drawings appropriately.

The hobby page, having first been the homemaking page, seemed replete with cooking and sewing ideas. But since the title was altered to hobby page to include the boys, they came forward with suggestions for handy ways of "doing things." Neat sketches accompanied all the explanations, thus producing a page definitely attractive to the unbookish.

The sports page activated into discussion both the athletes and cheering section of the class. Notes pertaining to school and inter-class games and players proved a far greater incentive to correct expression than any teacher approval ever could. In this section particularly were evidences of need for gram-

matical study, a situation providing material for real functional grammar teaching.

Frankly the jokes were appropriated. The gratifying factor, however, was that the pupils not linguistically inclined found a necessity for expressing themselves. To do so, much writing, rewriting, and discussing eventually accomplished results.

The main feature of the religion page, an account of Our Lady of Fátima, and an explanation of the three requirements for being a Fátimist, served the twofold purpose of the paper itself; namely, a means of self-expression and promotion of devotion to Mary.

Finally, the composing of all the pages into book form had to be rushed. Since there was no time to duplicate for circulation, we labeled our copy, "Display Issue," and exhibited it on the principal's bulletin board for school perusal.

Realizing the inadequacy of such publicity, for some of the classes might never see the paper, we again held a "quick session" of the class. How to advertise was the newest problem? "Let's post signs" was the immediate response.

Are you a Fátimist? If so — look below! were two of the notices that were conspicuously placed from the top floor down to the bottom, followed by a series of black arrows leading to the paper. Although both sides of the building were thus marked, we were not yet satisfied.

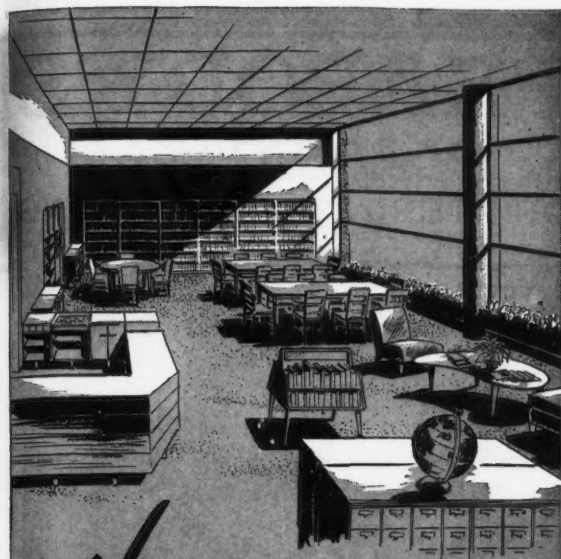
When Friday came, the whole school had only a vague idea of our paper in honor of Our Lady of Fátima. We must publicize further and today, we reasoned.

Why not use the public-address system? Once more we had found a "one and only" solution. With a will, then, came the composition of a brief paragraph explaining our paper, its contents, purposes, and our favorite page. After checking aloud, we selected the best five. These served as scripts for the authors who read them to our backs, the tryout helping them to adjust to the microphone, new to all of them.

The performance on the "radio" was a triumphant appeal to our schoolmates in behalf of the Immaculate Heart of Mary with the assurance that we had among us loving advertisers of the Mother of God. This little episode was the clinching point in the introductory step of what promised to be our major project of the year.

One weakness we aim to prevent is that of becoming merely stereotype or imitation. Our antidote is firm insistence on originality even in the joke columns. These may be personals on members of the class, eventually developing into more mature paragraphs.

Working proceeds, too, in the direction of a more manageable format for circulation among the classes. The plan is to use regular hectograph paper on both sides so that there will be neat successive sheets in book form.



New Life

IN YOUR LIBRARY

**...with Sjöström
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Fortunate are the librarians—fortunate, too, are the patrons and scholars—of a library equipped with the new Sjöström line of Library Furniture.

For this furniture combines functional design and comfort... individual charm and good taste... and amazing adaptability to make your library the center of pleasant learning in your school, university or community.

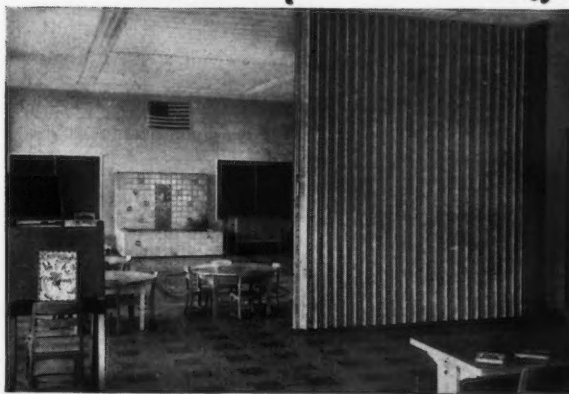
And, of course, the craftsmanship inherent in each piece of furniture is a typical example of Sjöström care in construction.

No matter whether you are building a new library or renovating existing facilities, you will be interested in our new bulletin fully describing the entire line. Your copy is waiting—will be mailed to you immediately upon receipt of your request.

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More school rooms without adding a square foot! That's what these "Modernfold" movable walls mean! Accordion-like in their action, "Modernfold" doors are ideal for dividing large rooms... such as lunch rooms and assembly halls... into classrooms. Yet, if the area is needed as a single unit, the doors are easily and quickly folded out of the way.

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Need more usable square feet in classrooms, school offices, lecture rooms, around wardrobes? That's a job for a "Modernfold" door, too! It requires no area for door swing. Instead, that area is entirely usable for chairs... or perhaps, an extra desk.

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Practical? Of course! But beautiful, too!... available in a wide variety of attractive colors to harmonize with any color scheme. There's no chipping, peeling or fading with this durable covering... and it's easily cleaned with soap and water. Maintenance is practically nil! And under the covering is a sturdy steel frame—further assurance of smooth, dependable service for years and years.

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New Supplies and Equipment

Production, Service, and Sales News for School Buyers

Motion Pictures and Film Strips

A catalog of copyright entries for July to December, 1949. For a copy of the catalog send 50 cents to the Copyright Office, Library of Congress, Washington 25, D. C.

An index to the subject matter of nontheatrical motion pictures produced and copyrighted during 1949 is a new feature of this catalog. More than 1000 films are listed by title and described.

Clarín Folding Kneeler Chair

The Clarín Cathedral folding kneeler chair can be used at a social function with the kneeler locked into closed position, or during religious ceremonies when the kneeler may be raised or lowered independently of the seat. The chair folds to 2 inches thick when not in use and stacks flat.

For further information write to the *Clarín Mfg. Co., 4640 W. Harrison St., Chicago 44, Ill.*

For brief reference use CSJ-0901.

Map and Globe Catalog

Weber Costello Co. has made available its new catalog MG 50 of maps and globes for schools.

For a copy write to the *Weber Costello Co., 12th and McKinley Sts., Chicago Heights, Ill.*

Bradley Washfountain

The Bradley Washfountain Company has announced that all Bradley precast marble and stone washfountains are now available with metal pedestals. Because of their lighter weight the new pedestals afford an appreciable saving in freight costs and also are easier to handle on the job.

For information write to *The Bradley Washfountain Co., N. 22nd and W. Michigan Sts., Milwaukee 1, Wis.*

For brief reference use CSJ-0902.

Low Cost Catalogs

A new means for fast production of printed directories, catalogs, and lists of many kinds has been placed on the market by Remington Rand

Inc. The new system, called Flexoprint, eliminates expense and delays resulting from metal typesetting, and instead allows all copy to be set by regular office typists. Listings are typed on the margins of special die-cut cards, which are then proofread and attached to metal panels so that only the typed, overlapping margin of each card is visible. Changes are made by adding or deleting cards. At publication time the panels, each representing a page, are locked up and reproduced either by photolithography and offset printing or by photoengraving and letterpress.

A booklet on Flexoprint (KD-499) may be obtained by writing to *Remington Rand Inc., 315 Fourth Ave., New York 10, N. Y.*, or at any branch office of the company.

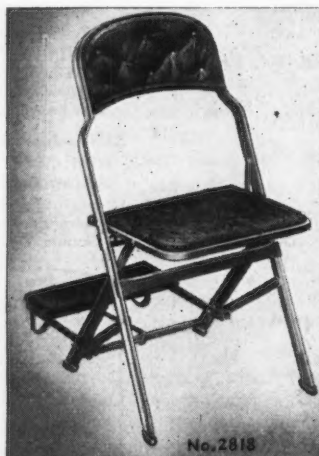
Citizenship Course

A citizenship course recently prepared for the Bureau of Naval Personnel, U. S. Navy, by the Association for Supervision and Curriculum Development of the National Education Association is now available for school purchase through The Grolier Society, Inc., of New York, publishers. The object for which this course was prepared is "To impart a deeper understanding and appreciation of American Democracy, its concepts, ideals, and practical operations, and to develop in the men and women of the navy a willingness and an ability to assume their share of active, responsible citizenship." Educators have recognized its value as material for civics and social studies courses.

For information write to *The Grolier Society, Inc., 2 West 45th St., New York 19, N. Y.*

Ditto Workbooks

Ditto, Inc., has announced the addition to its line of 49 workbooks printed through carbon paper for reproduction on Direct Process (liquid) machines. These new books cover Word Study

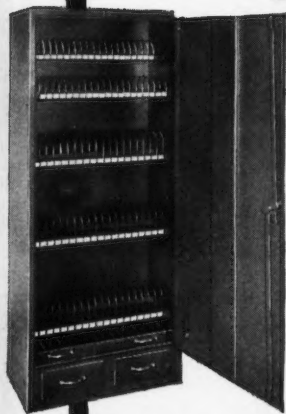


No. 2818

*Cathedral Folding Kneeler Chair.
Clarín Mfg. Co., Chicago.*

(Continued on page 69A)

Protect & Preserve YOUR FILM



EVERY film user needs efficient storage and filing space. Neumade's practical, specially designed steel cabinets are Fire-proof, Dust proof, and Humidified affording you maximum protection for your film. All models come in olive-grey enamel with polished chrome handles and hinges.

Model MM-119—(Illustrated) Film filing cabinet. Individual reel index plus master index; three point latching device; door has a lock as well as 70" high, 30" wide, 16" deep. CAPACITY 40—400 ft. reels; 20—800 ft. reels; 20—1200 ft. reels; 20—1600 ft. reels; 100 filmstrip cans. Utility drawer in base.

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New Supplies

(Continued from page 66A)

Phonics, Language, Arithmetic, Science, Nature Study, Health and Safety, Geography, and Art. Because the books are printed through Direct Process carbon they will produce up to 200 copies from one original on any Direct Process (liquid) duplicator.

For information write to *Ditto, Inc.*, 2243 W. Harrison St., Chicago 12, Ill.

For brief reference use CSJ—0903.

Gymstand Catalog

Rolling Gymstands for indoor use are pictured and described in a new catalog released by Wayne Iron Works. Copies may be obtained by writing to *Wayne Iron Works*, Wayne, Pa.

S.V.E. Developments

The Society for Visual Education has announced three new additions to its visual aids to education.

The S.V.E. Micro-Beam (micro-slide attachment) is designed to meet the needs of a science classroom and laboratory. It enables an entire class to study a micro slide at the same time and aids in correlation of lecture and laboratory sessions.

The S.V.E. Speed-I-O-Scope is a high-precision teaching tool for skill training by the tachistoscopic (controlled projected flash exposure) method. The Speed-I-O-Slide is a 2 by 2 specially treated glass slide on which the teacher can write with ordinary pencil, erase, and change at will. Combined with the Speed-I-O-Scope, it can help develop keen observation, rapid understanding, and retention.

For information write to the *Society For Visual Education, Inc.*, 1345 Diversey Parkway, Chicago 14, Ill.

Index Card Attachment

A new accessory for Underwood Standard

Typewriters is a visible index card feature specially designed to enable speedy and accurate handling of cards for visible index systems that require typing on the extreme bottom of the card. This feature can be attached or removed by the operator. No tools are necessary. The attachment handles cards up to a maximum height of eight inches and a maximum width of thirteen and one quarter inches, and is available at Underwood Corporation offices everywhere.

Colored Chalk

The American Crayon Company has developed a newly researched colored chalk called Hyga-Color. This new product erases easily and is a dustless colored chalk. It is made in large sticks, 3½ by 7/16 for quick graphic work. Hyga-Color is suitable for composition and slate blackboards.

For information write to *The American Crayon Co.*, Sandusky, Ohio.

For brief reference use CSJ—0904.

(Continued on page 70A)



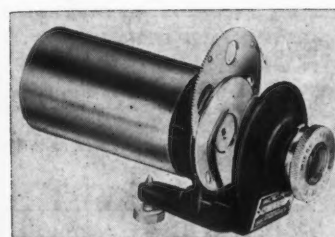
S.V.E. Micro-Beam on Instructor-300 Projector.



S.V.E. Speed-I-O-Scope on Instructor-300.



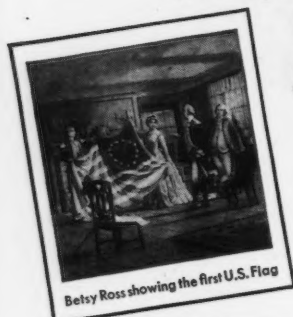
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S.V.E. Micro-Beam Micro-Slide Attachment.

WITHOUT CHARGE!

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Here's one class project for which you needn't send home notes or raise money. Just get the class members to collect OUTER WRAPPERS of Flee's Dubble Bubble Gum. Without charge, you can obtain:

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☐ Please send more information about the Beale portfolio offer.

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School _____

Address _____

City _____ State _____

New Supplies

(Continued from page 69A)

Vatican Movie to Be Released

The first motion picture to take the audience actually inside the Papal Palace and St. Peter's Basilica is ready for release by Catholic Visual Education, Inc., of New York City. This half-hour, 16mm. film is entitled "Inside the Vatican." In addition to a visit to St. Peter's, this full-color film includes a tour through ancient and modern Rome, a trip through the Vatican gardens, and a visit to the Vatican library and museums. It ends with the solemn Papal benediction, given by His Holiness Pope Pius XII from the balcony of St. Peter's Basilica.

For information write to *Catholic Visual Education, Inc., 15 Barclay St., New York 7, N. Y.*

Kaylo Firedoor

The Kaylo firedoor made by the Kaylo Division, Owens-Illinois Glass Company, has a fire rating for class B and C openings from Underwriters' Laboratories. It has an inorganic core which does not burn, is rot- and vermin-proof, and affords exceptional dimensional stability even in extremes of climate.

A brochure may be obtained by writing to the *Kaylo Division, Owens-Illinois Glass Company, Toledo 1, Ohio.*

For brief reference use CSJ-0905.

Ampro Premier-20 Slide Converter

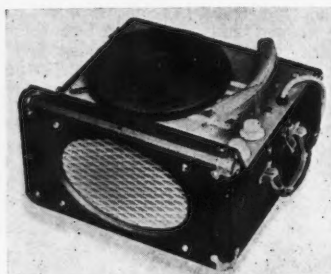
A new low-cost, readily attached unit which converts the Ampro Premier-20 16mm. sound projector into an efficient 750/1000 watt slide projector has recently been announced by the Ampro Corporation. Projecting 2 by 2 slides for large or small audiences, this new lightweight attachment makes the Ampro Premier-20 a dual purpose unit.

For full details write *Ampro Corp., 2835 N. Western Ave., Chicago 18, Ill.*

For brief reference use CSJ-0906.

Portable Phonograph

Model R-12 of the Newcomb Audio Products Co. line is a ruggedly built portable phonograph that plays all three speeds, 33 $\frac{1}{3}$, 45, and 78



Newcomb Model R-12 a new efficient portable phonograph.

r.p.m. up to 12 in. in diameter. It has a lightweight crystal pickup, a 6 by 9-in. Alnico No. 5 dynamic speaker with a kickproof metal grill. Shock hazard is avoided by full a.c. construction, and the machine is Underwriters approved.

For more information write to *Newcomb Audio Products Co., 6824 Lexington Ave., Hollywood 38, Calif.*

For brief reference use CSJ-0907.

(Continued on page 72A)

NEW JESUS IS GOD

by Father Francis

The Book You Have Been Looking For

• Fifteen of the most touching miracles in the life of Christ retold with charming simplicity. This book, intended for the intermediate grades, must inevitably bring young readers closer to the all-loving Christ.

THE CHILDHOOD OF JESUS—Simple minute meditations in which the child sees himself in relation to the Child Jesus.

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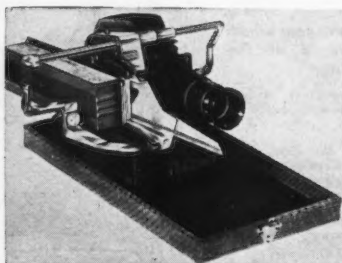
(Continued from page 70A)

Automatic Pencil Sharpener Co. Moves

The sales promotion and advertising departments of the Automatic Pencil Sharpener Company have moved to Beverly Hills, Calif. Accounts receivable, accounts payable, and general accounting procedures will continue to operate in Rockford, Ill., until further notice. All orders and correspondence should be directed to 336 N. Foothill Road, Beverly Hills, Calif.

GoldE Slide Index Carrier

The New GoldE Automatic 2 by 2 Slide Carrier recently announced by the GoldE Mfg. Co. gives indexed operation and fits all GoldE Manumatic projectors in their present case and



*GoldE Automatic Slide Carrier
and Index.*

11 other slide projectors. The carrier permits showing of 40 slides (glass, metal, paper, or plastic) in any sequence. The unit can go forward, backward, or skip one or more slides with jamproof action. The only slides shown are those indexed.

For further information write to the *GoldE Mfg. Co.*, 1220 W. Madison St., Chicago 7, Ill. For brief reference use CSJ-0908.

New Ditto Duplicator

The Ditto D-45 office duplicator reproduces four colors at once, 100 copies per minute, 300-500 per master copy. There is a dial-controlled margin adjustment, a master clamp on the machine drum. The machine has ball-bearing rollers. It reproduces large or small sheets or cards.

For additional information write to *Ditto, Inc.*, Harrison St. at Oakley Blvd., Chicago, Ill. For brief reference use CSJ-0909.



*Ditto's new D-45 systems-duplicating
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(Continued on page 74A)

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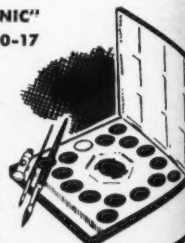
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New Supplies

(Continued from page 72A)

Westinghouse Water Cooler Accessory

An extra drinking fountain that can be mounted halfway down either side of a standard water cooler for the convenience of small children or wall mounted in various positions near the cooler as a supplementary outlet is available from the Westinghouse Electric Corp. This fountain accessory, which can be placed on the wall adjacent to the cooler, can also be remotely mounted on the other side of the wall or one story above or one below the cooler. Its bubbler can be operated at the same time as the bubbler of the parent unit.

For further information, write the Westinghouse Electric Corp., Box 2099, Pittsburgh, Pa.



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Automatic retraction of carbon paper is a feature of the new Underwood All Electric Fanfold Writing Machine. A form measuring gauge equipped with clamp, grips and holds the top edge of a completed set of forms, while the carbon paper is automatically and electrically moved into the following set of forms. Designed for use with either floating sheet carbon or roll carbon, this multi-copy electric writing machine increases production, and reduces operator effort to a minimum. It is particularly devised for preparing purchase orders, invoices, bills of lading, waybills, premium notices, and other writing applications involving the use of time and work saving continuous forms.

For information write to Underwood Corp., One Park Ave., New York 16, N. Y.

For brief reference use CSJ-0910.

"Custom-Built" Files

How to design and build custom-made files at the low cost afforded by standardized, mass-produced equipment is the subject of an informative new booklet published by Remington Rand. Through the use of Record-Stack, an assortment of intermembered, interchangeable file cabinets which house interchangeable file sections of many types and sizes, virtually any kind of file installation can be set up to suit the peculiar needs of any given office, according to the booklet.

Identified as SC-677, the booklet may be obtained at any Remington Rand branch office, or by writing to the home office at 315 Fourth Ave., New York 10, N. Y.

(Concluded on page 76A)


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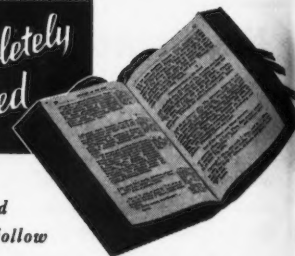
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(Concluded from page 74A)

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